Term 1

New Hello!

English for Preparatory Schools

Year Three

Student's Book and Workbook

Jo Cummins, Cheryl Pelteret
and Julie Penn

Scope and sequence

Module 1: Where I live

Skills	Language	Life Skills, Values and Issues
1 Around town		Page 2
Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend **Writing:** A fact file; a paragraph about your city; a reply to an email; a text invite **Listening:** Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out **Speaking:** Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions	**Prepositions of time and place (revision)** *On Friday afternoon, I often go to Lake Timsah.* *I have tennis lessons at the sports centre at 9 am.* **The present simple for scheduled events** *What time does the exhibition start?* *The first metro train leaves at 8.20.* *The film starts at nine o'clock.*	**Life Skills:** Decision making; respect for diversity **Issues**: Citizenship: loyalty
2 Let's go shopping		Page 12
Reading: An online support message; an advert for handicrafts; online reviews **Writing:** Emails asking for and giving information about handicrafts; an online review **Listening:** A radio advert; a conversation in a shop; a phone call making a complaint **Speaking:** Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint	**The comparative and superlative (revision)** *Televisions are more expensive than kettles.* *The most useful thing in my kitchen is the fridge.* *It is better to buy clothes in shops than online.* ***both, either, neither*** *I want to buy both a drink and a snack.* *We can get either a free speaker or a free film.* *Neither Fares nor Imad can come to the beach.*	**Life Skills**: Self-management: keeping calm **Values:** Self-esteem: independence **Issues:** Citizenship: awareness of rights
3 My community		Page 22
Reading: An article about a plan to help people; a community social network page; *David Copperfield*; an online message about a community project **Writing:** An article about how to help people; a social network message about a community problem; a survey about your community **Listening:** A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other **Speaking:** Describing communities and community problems; using formal and informal introductions and greetings	**Present continuous for future plans and arrangements (revision)** *We're starting a project next month.* *They're discussing this problem at the next community meeting.* ***Going to* for future plans and intentions (revision)** *We're going to start our own social network service.* *The street is going to be closed on Saturday.* **Adjectives ending in *–ing* or *-ed*** *The handball match was exciting.* *I am excited to watch the match.*	**Life Skills:** Respect for diversity; participation; responsible behaviour **Values:** Coexistence: acceptance of others; participation; respect **Issues:** Citizenship: loyalty and belonging; Issues of globalisation: digital citizenship; Discrimination issues: discrimination against the elderly, women, children and people with special needs
Review A Revision of Units 1–3		Page 32

Module	Skills	Language	Life Skills, Values and Issues
Module 2: Young people	**4 Have you ever travelled by plane?**		Page 34
	Reading: A report about experiences; texts about life experiences; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*; a text about someone's life **Writing:** A story about something that happened in your life; a timeline of a person's life events; a biography of a person **Listening:** An interview about someone's life; an account of something bad that happened to someone **Speaking:** Talking about experiences; asking and answering questions about experiences; telling a story	**The past simple (revision)** *Last year, I visited Cairo.* *We moved to the city three years ago.* **The present perfect with *ever* or *never*** *Have you ever been to a football match?* *They have never travelled by a plane.* **The present perfect with *for* and *since*** *We've been married for over 50 years.* *They've known each other for a long time.*	**Life Skills:** Communication **Values:** Work ethics **Issues:** National unity
	5 Young role models		Page 44
	Reading: A text about a business person; a biography of a friend; an article about a sports tournament; a biography of a tennis player **Writing:** A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model **Listening:** A conversation about a role model; an interview with an inventor; a conversation sharing good news **Speaking:** Discussing jobs; talking about sports tournaments; responding to good news	**The past simple and the present perfect (revision)** *Sami passed his exams last week.* *I have visited lots of interesting cities in my country* **The present perfect with *yet* and *already*** *She hasn't been to another country yet.* *Has she learnt a musical instrument yet?* *She's played in two concerts already.*	**Life Skills:** Respect for diversity **Values:** Transparency and honesty: safely give and receive feedback **Issues:** Issues of globalisation: leading role models
	6 What's wrong?		Page 54
	Reading: An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem **Writing:** A response to a blog; a paragraph about ways to relax; an email apology; an email suggesting how to help a friend; a poster helping people with mental health issues **Listening:** A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems **Speaking:** Discussing teenage worries; showing that you are listening; suggesting solutions to problems	***must / mustn't; have to / don't have to; should / shouldn't; might* (revision)** *Friends must keep secrets.* *I have to be good at science subjects.* *You don't have to see this as a negative thing.* *You should talk to them.* *They might be more understanding than you think.* ***had to / didn't have to; was / wasn't able to; could / couldn't*** *I had to tell my parents. I didn't have to do what my friends suggested.* *I was able to say sorry to Fawzi.* *They couldn't understand why I did it.*	**Life Skills:** Empathy **Values:** Objectivity: good listening to others; Self-esteem and coexistence **Issues:** Health and population issues: therapeutic health, preventative health
	Review B Revision of Units 4–6		Page 64

Unit 1

Lesson 1

Around town

Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend

Writing: A fact file; a paragraph about your city; a reply to an email; a text invite

Listening: Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out

Speaking: Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions

Language: The present simple for scheduled events

Life Skills: Decision making; respect for diversity

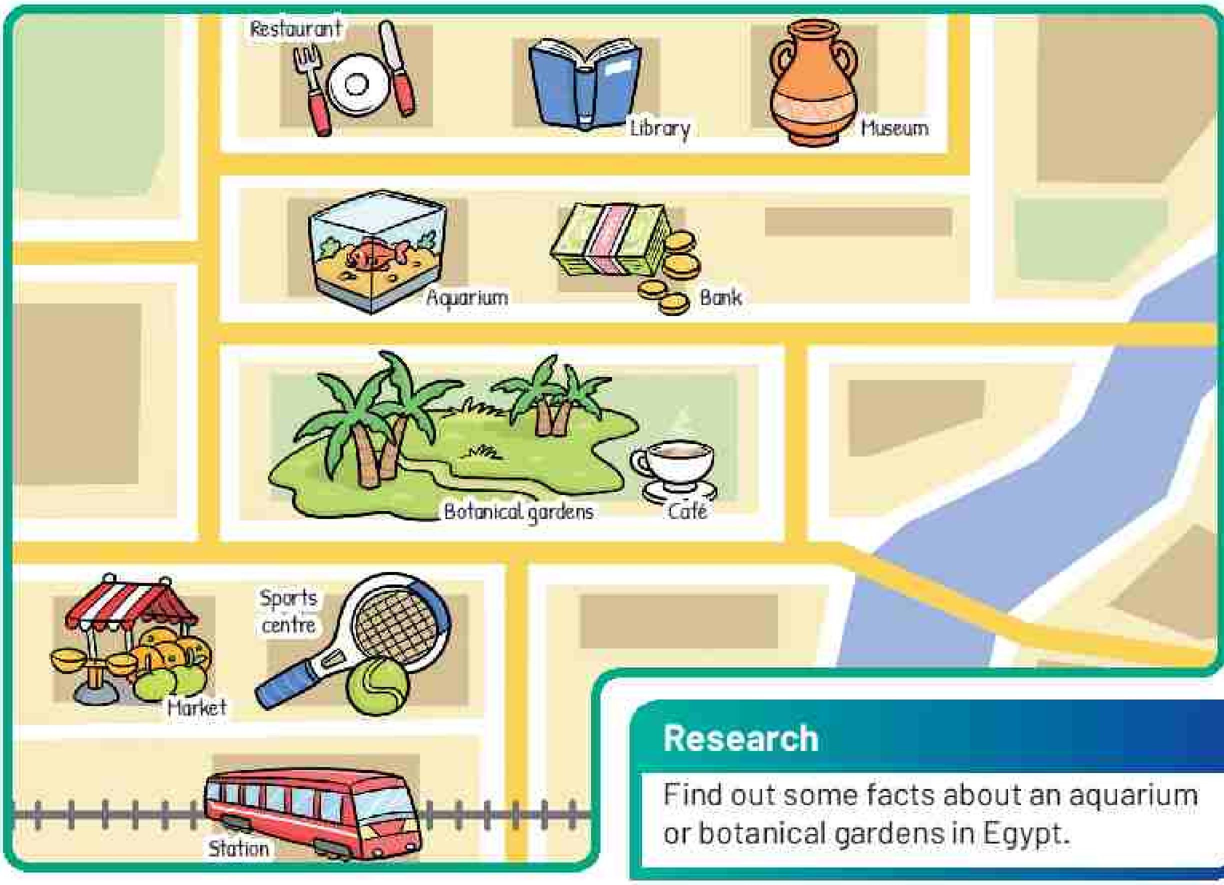
Discuss

1 Read where some places are. Can you find which places they are on the map?

1. It's next to the market.
2. It's opposite the library.
3. It's on the corner of the botanical gardens.
4. It's between the museum and the restaurant.
5. It's next to the library and opposite the aquarium.

Find

Look through the unit. How many people live in Ismailia?



Research

Find out some facts about an aquarium or botanical gardens in Egypt.

Listening

1 Dalia wants to go to the library. Listen and order the phrases her friend Mona uses to give her directions from the station.

- **a** ☐ turn right
- **b** ☐ turn left
- **c** [1] go straight on
- **d** ☐ walk past the ...
- **e** ☐ take the second road on the right
- **f** ☐ it's on the corner




Language

2 Match the phrases from Exercise 1 to the pictures.


1 [b]


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐

3 Look at the map on page 2. Samir is at the sports centre. He wants to go to the museum. Complete the directions, then listen and check.

1 From the sports centre, go straight on for about 20 metres.
2 Then take the first road on the ....
3 Go past the botanical gardens and the aquarium and then turn ....
4 Go past the restaurant and the library. The museum is on the ...., on the left.

Speaking

4 Work in pairs. Take turns at giving directions to these places.

1 from the station to the market
2 from the café to the aquarium
3 from the library to the sports centre
4 from the bank to the station



1 Lesson 2

Reading

1 Read about Ismailia and put the photos in the correct order.


a


b

New message

I am Sherif and I live in Ismailia, which is between Port Said and Suez. The Suez Canal runs through the city before it reaches the sea.

Ismailia is beautiful. There are attractive buildings, interesting **monuments** and lots of gardens. Around 350,000 people live here, but since **traffic** is slow, there isn't much pollution.

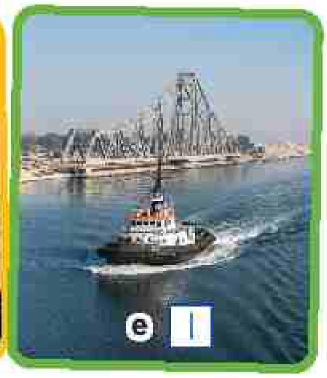
Ismailia is **peaceful**, but it isn't boring! There are lots of things to do here, **especially** at the weekends. On Friday afternoons, I often go to Lake Timsah , which is near the city, with my family. It's a beautiful lake with beaches around it.

On Saturday mornings, I have tennis lessons at the sports centre at 9 am. Sometimes I go swimming in the afternoon with my friend, Sayed.

There are some interesting museums in Ismailia! My favourite is the Natural Science Museum because I'm interested in animals. It's a good place to go at the weekend.


c


d


e 1

2 Read the text again and complete the fact file about Ismailia.

Fact File	Ismailia
Where:	1 between Port Said and ....
What it looks like:	2 .... buildings
	3 .... monuments
How many people:	4 ....
Places to visit in city:	5 ...., ..., ...
Sports:	6 ...., ...
Places to visit near city:	7 ....

Remember!

New words are in **bold**. You can check the meaning in the glossary or your dictionary.



Ismailia has interesting monuments. My city has lots of interesting monuments, too.

Writing and speaking

3 Work in pairs. Compare Ismailia with your village or city.

4 Now complete a fact file for your city or village in your notebook.

Language



Remember!

- Use prepositions of time to say when you do things.

  On Friday afternoons, I often go to Lake Timsah.
  I have tennis lessons at the sports centre **at** 9 am.
  It's a good place to go **at** the weekend.
  Sometimes I go swimming **in** the afternoon.

5 Complete the sentences with the correct preposition.

1. I always go to the park ..on.. Saturday mornings.
2. We have English .... 10 am on Thursdays.
3. Nagwa usually visits her grandparents .... the weekend.
4. We walk to school .... the morning, but we come home by bus.
5. Are you going to the museum .... Saturday?
6. Fady goes shopping .... the afternoon.

Listening

6 Listen to Nader and Judy talking about where they live. Are these sentences *True* (T) or *False* (F)? Correct the false sentences.

1. All of the buildings in Nader's city are old. F. it's a modern city, too.
2. Nader likes watching fish at the aquarium. ....
3. Judy likes going to a famous shop in her city. ....
4. There is a botanical garden and a nature reserve in Judy's city. ....
5. Nader and Judy think that there is not much to do in their cities. ....

7 Listen again and complete the sentences.

aquarium botanical gardens ~~Friday afternoons~~ in mornings Saturdays

1. Nader usually goes to the park on Friday afternoons.
2. Sometimes, Nader goes to the museum or the ....
3. On ...., he visits his grandparents.
4. Judy sometimes goes shopping on Friday ....
5. She likes visiting the .... and the nature reserve.
6. Judy goes to the sports centre .... the afternoon on Saturdays.

Writing

8 Write a paragraph of about 100 words about your city.

- Write what you do at the weekend and at what times.



1 Lesson 3

Reading

1 Look at the information in the poster and metro map on the phone. Match to make sentences.

1 ☐ The exhibition — **a** shows how to travel by metro.
2 ☐ The map — **b** is at the Science Museum.





2 Look at the information again and answer the questions.

1 Where is the Space Exhibition?
It's at the Science Museum.
2 When is the exhibition? ....
3 Which metro station do they need to go to? ....
4 How long does the journey take to get to the museum by metro? ....
5 How many stops are there by metro? ....

3 Khaled is going to the Space Exhibition from City University. Use the information from Exercise 1 to complete the chat with Fawzi.

Khaled: Hi Fawzi. Would you like to come to the Space Exhibition tomorrow? My dad is taking me

Fawzi: Yes, please! 🙂 What time does it start?

Khaled: It starts at ¹ 9.30. We're going by metro.

Fawzi: Which train shall we get?

Khaled: The first metro train leaves at 8.20 and arrives at ² ....

Fawzi: That's an hour before the exhibition starts!

Khaled: 🤔 Perhaps we can leave later.

Fawzi: What time does the exhibition finish?

Khaled: It finishes at ³ ....

Fawzi: OK. Can we get a train in the afternoon to get back?

Khaled: Yes, one leaves at 1.15 pm and arrives at ⁴ ....

Fawzi: Great! Let's take that.



Language

4 **Complete the questions and sentences with the present simple form of the verbs in the box.**

arrive end leave open ~~start~~

1 What time does the lesson start?
2 The library .... at 8.30 in the morning.
3 The train to Port Said .... this station at 3.15.
4 The film hasn't finished. It .... at nine o'clock.
5 When .... this plane .... in Cairo?

Present simple for scheduled events

Use the present simple to talk about scheduled events.

What time **does** the exhibition **start**? It **starts** at 9.30.

The first metro train **leaves** at 8.20.

5 **Imagine that you are in Cairo. Look at the timetables and answer the questions.**

Cairo to Alexandria	
Cairo	11.30
Tanta	13.00
Alexandria	14.30

Cairo to Aswan	
Cairo	9.15
Asyut	13.30
Luxor	18.45
Aswan	22.45

Train	Platform
Alexandria	7
Suez	8
Aswan	6
Port Said	2

1 You want to go to Alexandria. What time does the train leave? 11.30
2 Which platform should you go to? ....
3 You want to go to Aswan. What time does the train leave? ....
4 What time does it arrive in Aswan? ....
5 You want to go to Luxor. Do you need the Alexandria train or the Aswan train? ....
6 How long does the journey take to Luxor? ....
7 To travel to Luxor, which platform should you go to? ....

Listening

6 **Listen to Nadia and her mother. Where are they?**

7 **Listen again and answer the questions.**

1 Where do Nadia and her mother want to go to? Tanta
2 What time does the train leave? ....
3 What time does it arrive? ....
4 What is the last station that the train goes to? ....
5 Which platform does it leave from? ....

Writing

8 **Nadia gets the text message below from her friend Amira. Write a reply using the information from Exercise 7.**

Hi! I'm looking forward to seeing you later! What time does your train leave? When do you arrive in Tanta?

Speaking

1 Look at the photos. Which of these types of transport do you use? When do you use them?







Reading

2 Read the texts and answer the questions.

I love travelling by train because it's interesting to look out of the window. In one journey, you can see **ferries** crossing the Nile, green **valleys**, peaceful villages and busy cities. Trains are often fast and **comfortable**, too. Egypt has the oldest railway in Africa. More than 800 million **passengers** travel by train in Egypt every year on 5,000 kilometres of railway! I take the train when I visit my grandparents in Edfu. It's my favourite journey.

Riham

Lots of people in Alexandria use the **tram** to travel around the city. It's a great way to travel! It's easy to use and it isn't expensive. Trams are **electric**, so they are better for the environment than other types of transport. Some of the trams in Alexandria are unusual: they have two **floors**! I like sitting at the top and watching the streets below.

Hana

1 What does Riham like doing on the train? She likes looking out of the window.
2 How many passengers travel by train every year in Egypt? ....
3 Who does Riham visit by train? ....
4 How does Hana like to travel around the city? ....
5 What type of energy do trams use? ....
6 What is special about some of the trams in Alexandria? ....

3 Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them. Can you add any words?

1 fast train
2 comfortable ....
3 easy to use ....
4 interesting ....
5 good for the environment ....

Speaking

4 Discuss this question in pairs.

Which way do you like to travel? Why?

I like the train because it's comfortable and it isn't expensive.

I prefer the tram. It's more fun!



Lesson 5

1

Listening

1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?

2 Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.

1 **Would / Do** you like to meet up tomorrow?
2 **I'm / I'm not** sure.
3 **Could / Shall** we go to the park, then?
4 I **prefer / 'd prefer** to go somewhere indoors.
5 **How / What** about the museum?
6 It **could / would** be nice to play a computer game.
7 Why **don't you come / are you coming** to my house?
8 That sounds like a great idea. I'd **love / want** to!





3 Look at the phrases in Exercise 2 and answer the questions.

1 Which phrase do we use to agree with a suggestion? ....
2 Which phrase do we use to disagree politely? ....
3 Which phrase do we use to describe something you like more? ....
4 Which phrases do we use to make suggestions? ....



Speaking

4 Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.





Student A: Invite Student B to do something. Suggest two activities.

Student B: Listen and reply to Student A's suggestions. Suggest a third activity.

Student A: Listen to Student B's suggestion and give an answer.

Life Skills

Sometimes other people prefer to do different things from you. Remember to think about their opinions and feelings before you make a final decision together.

1 Lesson 6

Reading

1 Look at the brochure and find the following information.

1. Two reasons the garden is important It protects important plants and trees.
2. Two facts about history ....
3. The address of the park ....



2 Read the email from Reem. What is Reem sending to Azza?

New message

Hi Azza

I'm looking forward to our trip to El-Orman Garden! The garden opens at 9 am, and it takes about an hour to get there by car. What time shall we come to get you?

The online reviews are fantastic. The garden is very big and there's lots to see. Make sure that you wear comfortable shoes!

I'm sending you a map of the garden. You can see wild flowers and plants from all over the country. There is also a small lake and a museum. What would you like to see first?

We could bring some food with us or we could go to a nearby café for lunch. What would you prefer? There is also a lovely shop near the garden that sells **pottery** and **jewellery**!

See you Saturday,

Reem

3 Read the email again and answer the questions.

1. What time does the Orman Garden open?
   It opens at 9 am. ....
2. How long does it take to get to the Orman Garden?
   ....
3. Why should Azza wear comfortable shoes? ....
4. What can Azza do if she doesn't want to eat at a café?
   ....
5. What can Reem buy at a nearby shop? ....
6. What day are they going? ....

Writing

4 Write Azza's reply to Reem's email.

Remember!

- Start and end your email correctly.
- Answer Reem's three questions.
- Check your work for correct spelling and punctuation.

Review

1 Match the words to the photos.

exhibition	ferry	~~metro~~	platform	tram



1 metro



2 ....



3 ....



4 ....



5 ....

2 Look at the map. Where do these directions take you?

1 From the botanical gardens, go straight on. Walk past the shopping centre and take the second road on the right. It's next to the restaurant. ....

2 From the station, turn right. Walk past the bank and then turn left. It's next to the museum. ....



3 Work in pairs. Take turns to choose two places on the map. Ask your partner for directions between them.

Writing

4 Look at the bus timetable and advert. Write an email inviting a friend to the exhibition with you and your family.

Bus station	9.55
Hamdi Street	10.35
City Library	11.00

City Library
True Stories exhibition
11.30 am – 1.30 pm

Remember to:

- say what time it starts and who you are going with
- suggest a place to meet
- say what time the bus leaves
- say what time the bus arrives

Unit 2

Lesson 1

Let's go shopping

Reading: An online support message; an advert for handicrafts; online reviews
Writing: Emails asking for and giving information about handicrafts; an online review
Listening: A radio advert; a conversation in a shop; a phone call making a complaint
Speaking: Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint
Language: *both/and, either/or, neither/nor, none*
Life skills: Self-management: keeping calm;
Critical thinking: evaluating the pros and cons of online shopping

Discuss

1 Can you match the items in the photos to their names?

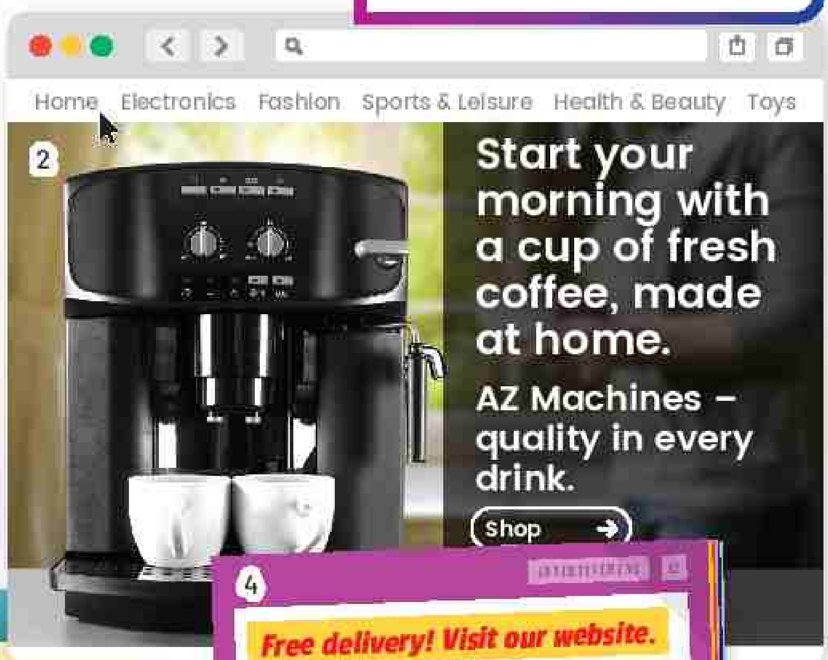
coffee machine   kettle   laptop   television

2 Which advert is from ... a poster? ☐ a magazine? ☐ a website? ☐ an email? ☐

Find

Look through the unit. What does it say about the leather industry?



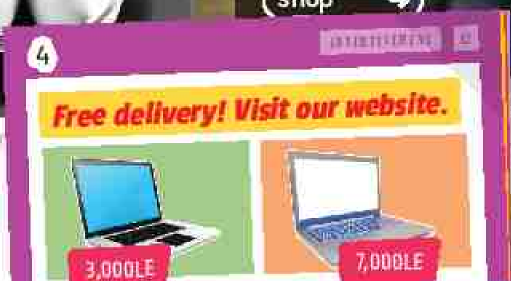


New message

Deal of the day!



Visit our new, bigger and better city centre shop where we sell many different things for the home at the best prices.
Ask us about our special **deal** of the day.



Research

Ask the people in your class what their favourite shop is and why.

Speaking

1 Work in a group. Discuss the questions.

1 Which items from page 12 do you have in your house?
2 Which of the items do you think:
- is the nicest to look at?
- is the most expensive?
- is the most useful?
- is the least expensive?

3 Tell your partner about the last thing that you bought. Was it on special offer?
4 Do you normally buy things that are at the usual price, or wait for deals or discounts?

Language

Remember!

- Use the adjective + **er** / **r** / **ier** with short adjectives (e.g. cheap**er** / nic**er** / eas**ier**) and use **more** / **less** + adjective for longer adjectives (e.g. **more** / **less** useful) to compare two things.
- Use **the** + adjective + **est** / **st** / **iest** with short adjectives (e.g. **the** cheap**est** / nic**est** / eas**iest**) and use **the** + **most** / **least** + adjective (**the most** / **least** expensive) for longer adjectives to compare more than two things.
- Be careful - some adjectives are irregular!
  good / better / the best   bad / worse / the worst



2 Complete the sentences with the correct form of the adjective in brackets.

1 Televisions are more expensive (expensive) than kettles.
2 .... (useful) thing in my kitchen is the fridge.
3 Kettles are .... (expensive) than computers.
4 It is .... (easy) to shop online now than before.
5 It is .... (good) to buy clothes in shops than online.
6 .... (busy) shop in my town is the supermarket.



a ☐

Listening

3 Listen to the radio advert. Tick (✓) what it is advertising.



b ☐



c ☐

4 Listen again. Complete the information.

1 Most popular colour: ....
2 Other colours: ....
3 Price: ....

2 Lesson 2

Listening

1 Look at the advert and discuss the questions in pairs.

1 What is the difference between a smart TV and other TVs?

2 What do we use speakers for?

Best prices on all TVs and speakers. You can buy the latest smart TVs today!



2 Listen to the conversation in a shop. What type of TV does the man want?

3 Listen again and circle the correct words.

1 The TV the man likes **is new in the shop / has a big discount.**

2 The TV the man likes is **8,000 LE / 6,000 LE.**

3 The man chooses to get a **free films deal / free speaker.**

4 The man wants a TV for his **bedroom / living room.**

4 Complete the sentences from the listening with the present simple or continuous form of the verbs from the box.

be	be	~~look~~	need	not have	offer

1 I 'm looking for a new TV. ..C..

2 How much .... the bigger one? ....

3 It .... a discount. ....

4 .... that your best price? ....

5 I .... a deal today. ....

6 I .... a new speaker. ....

5 Who said the sentences in Exercise 4? Write C for the customer and SA for the shop assistant. Listen again and check your answers.

Speaking

6 Work in pairs.

Student A: You are a customer. Tell the shop assistant what you want to buy from the adverts and ask for information.

Student B: You are a shop assistant. Ask the customer what they want to buy. Give them information about the item. Tell them about any special offers.



smart speaker



microwave



laptop computer

Language

7 Complete the sentences from the conversation in the shop with *both ... (and), either ... (or)* or *neither ... (nor).* Then listen and check.

1 Both of these TVs have a big discount.
2 .... of these TVs is smart.
3 You can get .... a free speaker .... get a free films deal with that one.

both, either, neither, none

- Use *both ... (and)* to mean this thing and another thing.
  Both the laptop **and** the microwave are in the sale.
  Both of the sisters are good at maths.
- Use *either ... (or)* to mean this thing or another thing.
  You can choose **either** soup **or** salad with your meal.
- Use *neither ... (nor)* to mean not this thing or another thing.
  Neither of those necklaces is cheap.
- **Neither** the smart TV **nor** the large TV suited the customer.
- Use *none* to mean no one or no item.
  None of us wants to buy these phones.
  None of them works.

Speaking

8 Look at the survey. Complete the first column in the table with your answers.

	1 You	2 Name:	3 Name:
1 go shopping every day?			
2 like buying clothes?			
3 ever shop online?			
4 often buy things on special offer?			
5 like shopping at the market?			
6 spend much money on snacks?			

9 Work in a group of three. Ask the people in your group questions using *either* to complete columns 2 and 3.



Writing

10 Write sentences in your notebook about the information in the survey using *both, neither, all* or *none of us.*

Both Nessma and I like shopping at the market.
Neither Sami nor Kamal ever shops online.
None of my friends goes shopping every day.

Workbook page 80

2 Lesson 3

Reading

1 Read the conversation below. Who is Aya talking to? What are they talking about?

Hello. How can I help you, Aya?

Hi. I bought a laptop last week. Yesterday, when I was doing my homework, it suddenly **turned off**. Now I can't **log in** and I think I lost my work!

Was the computer **plugged in**?

Yes, it was plugged in. I was **charging** the battery.

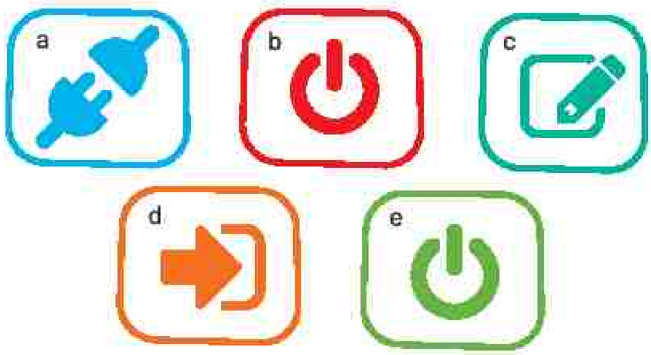
Did you **turn on** the computer again?

Yes, but then it said my **password** to log in was wrong.

One moment please ... I just emailed you a form to **fill in** to get a new password. Log in again with that information. I hope that works!

OK, thank you.

2 Match the verbs from the conversation to the pictures. Listen and check.



1 [d] log in
2 [ ] fill in
3 [ ] plug in
4 [ ] turn off
5 [ ] turn on

3 Read the conversation again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Aya finished her homework yesterday. F, she thinks she lost her work.
2 The computer doesn't charge. ....
3 Aya can turn the computer on. ....
4 Aya can't remember her password. ....
5 The assistant sent Aya a form. ....



Language

4 Look at the pictures. Complete the sentences using the correct past form of the verbs in brackets.



1 This morning, I _went_ (go) to the town centre with my mum. We ...... (take) the bus there and I ...... (buy) a really cool new phone!

2 After that, I ...... (meet) some of my friends. I ...... (show) them my new phone while we ...... (walk) down the road.

3 As I ...... (give) my friend the phone to look at, he ...... (drop) it.

4 The phone ...... (break)! My friend ...... (feel) very bad and I ...... (be) sad.

Speaking

5 Work in pairs.

1 Don't look at the sentences in Exercise 4. Can you remember the story? Use the pictures to help you.

2 Now think of a problem that you had either with technology or with something you bought. Tell your partner about it.



Reading

1 Read the advert for some traditional Egyptian handicrafts. Which one do you like the best?

2 Read the advert again and answer the questions.

1. Which items are made by artists near the sea? the wooden boxes
2. Which Egyptian handicrafts does the advert say are very old? ....
3. Which item comes in many colours? ....
4. Which items use a traditional style? ....
5. How can people know more about the special offers?

Egyptian Handicrafts

The best quality and prices!

These beautiful **wooden** boxes can be used for jewellery. They are **decorated** with **shells** in traditional designs. They are made by artists near the coast.

a


b


The leather industry is one of the oldest in Egypt and our bags are the best quality. The leather is very soft.

We sell many different types of pots in different colours for your home. The artists paint the pots with traditional Arabic designs.

c


d


Egypt has a long history of making beautiful carpets. These colourful, modern carpets will look amazing in any home.

Call or email us to find out about special offers.

Writing

3 Imagine that you work for a shop in another country. You want to buy some items from Egyptian handicrafts to sell. Plan an email using the following information.

- How much are they?
- How long is delivery?
- How much is delivery?
- Do you have any special offers?
- How big are they?
- What colours/sizes do you have?

4 Now complete the email below using the information from your plan.

New message

Dear Sir / Madam,

I am interested in buying some of your .... (name of item) to sell in my shop in .... (name of country). Can you tell me ....?
Also, ...?

Yours faithfully,

.... (your name)

send

5 Work in pairs. Imagine that you work for Egyptian Handicrafts. Read your partner's email and write a reply. Remember to answer their questions.

Listening

1 Listen to Ali calling Egyptian Handicrafts about some items he ordered. How is Ali feeling? Why?

2 Listen again. Complete the order form.





ORDER FORM

Order:	50 ¹ ..pots..
Delivery:	² .... days
Name:	³ Ali ....
Order number:	⁴ ....
Country:	⁵ ....
Phone number:	⁶ 254 ....

3 Listen again and complete the sentences.

1 I want to ..make.. a complaint.
2 What's the ....?
3 Your website .... the delivery takes five days but I'm still waiting!
4 I'm very .... about that.
5 I .... call the delivery company.
6 .... you call me back today please?

4 Look at the phrases in Exercise 3.
Which phrases do you use for:

- making a complaint? ..1.., ...
- answering a complaint? ...., ..., ..., ...

Life Skills

Online shopping can be done anytime, but you need to be careful where you shop from! Buy from trusted sources and make sure you read the user reviews of both the seller and the product.

Speaking

5 Work in pairs. Take turns to be A and B and use the expressions from Exercise 3.

Student A: You work for a shop. Listen to Student B. Say sorry about the problem and say what you will do.

Student B: You are the customer. Choose an item and a problem from the list. Tell Student A what the problem is and what you want them to do.

- leather bag
- microwave
- necklace
- kettle
- smart speaker

- wrong size
- wrong colour
- doesn't work
- late delivery
- wrong item

2 **Lesson 6**



Reading

1 **Work in pairs. Look quickly at the texts and answer the questions.**

1 Where would you find these texts?

2 What are they about?

3 Do the texts agree with each other? How do you know?

★★★★★ **Great Machine!**

I bought this as a present for my parents. They are very happy with it. It looks great in their kitchen and it is easy to use. It also makes a really delicious cup of coffee. The delivery was quick, too!

★ **Don't buy this machine!**

First, I waited two weeks for delivery and then when the machine arrived it was broken! It looked good but it was very noisy and the coffee was cold and horrible. I sent it back and I will buy a different one.

2 **Read the texts again. Tick (✓) if the review says something positive, put a cross (✗) if it says something negative and put (–) if it doesn't say anything.**

	Review 1	Review 2
Delivery	✓	✗
How it looks		
The coffee		
The noise		
Easy to use		



Writing

3 **Write a review of something you or your family bought online.**

1 Think of what item you could write about. It might be something for you or for the home.

2 Will your review be positive or negative? How many stars will you give it?

3 Think of a good title for your review. What is the main thing you want to tell people?

4 Write the text. Include information about the following.

- the delivery
- the price
- how it looks
- how well it works

Review

1 Match the words to the photographs.

~~plug in~~ microwave speaker special offer turn on password



1 plug in



2 ....



3 ....



4 ....



5 ....



6 ....

2 Look and complete the sentences about the shops using the words in brackets.

1 (clothes) Neither Alexandria Electrics nor Sound and Vision sells clothes.

2 (special offers) Both shops ....

3 (red door) Both ....

4 (televisions) You can buy ....





3 Complete the sentences with the correct form of the verb in brackets.

Yesterday I [1] went (go) to the market and I [2] .... (buy) some new things for my bedroom. While I [3] .... (shop), I [4] .... (see) my friend Lara. She [5] .... (help) me to choose a new carpet. Today, my dad [6] .... (paint) my bedroom. Now it [7] .... (be) blue. It [8] .... (look) really good!

4 Write an online review of a jewellery box in your notebook. Use the information in the table.

Item: Jewellery box			
How it looks	**Quality**	**Price**	**Delivery time**
beautiful	very good	cheap	over two weeks

Unit 3

Lesson 1

My community

Reading: An article about a plan to help people; a community social network page; *David Copperfield*; an online message about a community project

Writing: An article about how to help people; a social network message about a community problem; a survey about your community

Listening: A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other

Speaking: Describing communities and community problems; using formal and informal introductions and greetings

Language: Adjectives ending in *-ing* or *-ed*

Life Skills: Participation: responsible behaviour; Respect for diversity

Discuss

Can you match the headings from a community survey with the photos?

What kind of community do we want to live in? Which of these are important to you?

- **a** [2] Safe streets
- **b** [ ] Leisure and sports activities
- **c** [ ] Community projects and events
- **d** [ ] Local shops and facilities
- **e** [ ] Good transport
- **f** [ ] Equal opportunities

1


2


3


4


5


6


Find

Look through the unit. What community project did the *Mashrou El Saada* do near Aswan?

Research

Find out about a recent or planned community project in your local area.

Listening

1 Listen to Fareed and Salah talking about the community survey. What facilities do they talk about?

2 Listen again and answer the questions.

1 Which of the people or places in the photos help the community? How? ....

2 Which of the photos shows a problem? What is it? ....









Speaking

3 Discuss the questions in small groups.

1 What do you think are the best things about your own community?

2 Are there any facilities for the elderly and disabled people?

3 Are people doing anything to improve the facilities? What?

Remember!

- Use the present continuous to talk about finished future plans (at a specific time or place) and arrangements.

We**'re starting** a project next month.

They**'re discussing** this problem at the next community meeting.

I like our sports facilities, but I think we could make our streets safer. I think they're going to put up new streetlights soon.



3 Lesson 2

Reading



1 Look at the photo of a village in Egypt. What problems do you think some of the people who live here have? Think about the following.

buildings	clean water	education
health	work	

2 Read about the Decent Life Initiative. What is it doing about the problems that you discussed in Exercise 1?

NEWS

The Decent Life Initiative



The Decent Life Initiative is an exciting plan that is really **making a difference** to about 32 million people who live in rural areas in Egypt. The initiative aims to improve the quality of **public services**. It provides more **health care**, better education and better job opportunities.

Since 2019, the Decent Life Initiative has helped people in 377 villages to have clean water. It has also helped to repair their houses and it has sent doctors to the villages to **deliver** medicine and help people who are ill. It has also improved facilities for disabled people, and is helping more children to have a better education by building schools in the villages. In addition, young people will also be **encouraged** to find out about the interesting new businesses the Decent Life Initiative is opening, which can give them work.

The Decent Life Initiative will continue to help people in poor **neighbourhoods** around the country. It plans to help to find work for more than five million young people. That really is an amazing plan!

3 Look at the words in bold in the text. Match the words and phrases and the definitions.

1 a small area of a town or village and the people who live in it neighbourhood

2 tried to make people do something ....

3 take a letter or object to a place or building ....

4 having a good effect on a person, place or situation ....

5 services, such as electricity or water, to help the members of a community ....

6 Looking after people's health ....

4 Read the article again and answer the questions.

1 How many people has the Decent Life Initiative made a difference to?
About 32 million people
2 What services does the Initiative provide? ....
3 What are doctors doing to help people? ....
4 What should interest young people? ....
5 What is the Initiative planning to do in the future? ....

Language

Adjectives ending in *-ing* or *-ed*

Adjectives ending in *-ing* or *-ed*

- Use adjectives ending in *-ing* to describe a noun. Use adjectives ending in *-ed* to describe a feeling.

The plan is **exciting**.	Villages are **excited** to hear about the plan.
The new businesses are **interesting**.	Young people will be **interested** in the new businesses.
Five million new jobs is an **amazing** achievement!	We were **amazed** to hear how many people it is helping.

5 Complete the sentences with the correct form of the adjective using the words in brackets.

1 I was disappointed to hear that the community centre was closing. (disappoint)
2 I did well in my exams. I was really .... because I found the questions difficult. (surprise)
3 I was .... by the number of people who came to the festival. (amaze)
4 'That is a very .... building,' said the architect. (interest)
5 The book was really .... and I didn't even finish reading it. (bore)
6 We were all very .... when we heard about our next class trip. (excite)

Speaking

6 Discuss the questions in pairs.

1 What things could you do to make a difference to poor people in your community?
2 How could you do this?



Writing

7 Plan for a short article for a website about what you can do to help people in your community.

Include the following information:

- Why some people need help
- Any interesting or exciting ideas that you have to help them
- Why these ideas could make a difference to them

3 Lesson 3



Speaking

1 Discuss the questions in pairs.

1. Do you communicate with other people in your community?
2. If you could communicate with others, which of the following forms of communication could you use? Why?

- meetings
- a local newspaper
- a community centre noticeboard
- a social network service
- posters
- **leaflets**
- a local radio station

Listening

2 🎧 Listen to people at a community meeting. Which of the forms of communication in Exercise 1 do they talk about? Why?

Reading

3 Read the social network service page. Which of the messages are asking for help?

Community Matters

- Home
- Map
- Topics
- For sale 85
- Services and facilities
- Projects New
- Events
- Lost and found
- Charities and help
- General

The kindness of strangers
Thanks to the kind person who helped my elderly neighbour last week. He felt unwell, and someone kindly helped him to a **bench** to sit on for a rest.

We need more trees!
A few of us are going to plant some trees along the streets. It will help with pollution and also encourage more visitors to our town. Who is interested in joining our project?

Computer repairs
Hi neighbours – I have experience in repairing computers and mobile phones. Give me a call if you need help!

Let's help those in need!
Please donate food to people who don't have enough. Volunteers are also wanted to help deliver boxes.

Art class
The community centre is going to be closed on Saturday next week, from 4 pm – 7 pm, for an art class.

Graffiti
I was disappointed to see the **graffiti** on the walls of the town hall. This is a historic building! What are we going to do about it?

4 Read the social network service page again. Find the heading that is an example of the following.

1 a local business Computer repairs
2 a community project ....
3 an event ....
4 a problem ....
5 a charity ....
6 a message of thanks ....

Life Skills

Try to help people in your community and remember to respect those who are different from us.

Vocabulary

5 Complete the sentences with the words in bold from the text in Exercise 3.

1 I'll always remember the .... people showed me when I first moved to this country.
2 We're going to paint the walls, which are covered in .... and old posters.
3 The park is a pleasant place. I like to sit on a .... and relax.



Language

Remember!

- Use *be going to* for future plans, decisions and intentions.
  We**'re going to** start our own social network service.
  The street **is going to** be closed on Saturday.
  What **are** we **going to** do about it?

Speaking

6 Work in pairs. Choose one of the following community problems.

- Too much traffic near the school
- Noisy neighbours
- No facilities for disabled people
- Not enough leisure activities for young people
- Graffiti on the walls of historic buildings



1 What are you going to do to improve the situation you chose?
2 How are you going to encourage people to help you do this?

3 Lesson 4

Reading

1 Ask and answer the questions in pairs.

1 Charles Dickens wrote *David Copperfield* in 1849. What do you think life was like for poor people at this time?

2 What do you think poor children who could not go to school did?

2 Read and check your answers to Exercise 1.



David Copperfield

by Charles Dickens

I was working in the factory when one day, my manager greeted me.

'You have a visitor,' he said, 'This is Mr Micawber.'

'Pleased to meet you, David,' said the man. 'I'd like you to be my **lodger**.'

He took me to his house after work. It was as poor and old as he was. He lived there with his thin wife, their baby and two small children.

'I never thought that we'd need a lodger,' said Mrs Micawber. 'But we don't have enough money, you see.'

I was ten years old and I had no help from my family, but my money from the factory paid for my food and room.

The Micawbers were very kind, but they were even poorer than me. One day, Mrs Micawber said, 'We have nothing to eat in the house!'

I tried to give her some money.

'I can't take this,' she said. 'But we have some things that we can sell. Can you help us?'

So I sold some of their old books and furniture. I gave the money to Mrs Micawber, and she was able to cook us all a healthy meal.

3 Read the story again. Find a sentence from the story that shows that:

1 Mr Micawber did not know David. 'Pleased to meet you, David,' said the man.

2 Mr Micawber was not very young or rich. ....

3 Life was difficult for David. ....

4 Mrs Micawber did not want to take money from David. ....

5 David helped Mrs Micawber and her family. ....

4 Choose the best meaning for the words in bold from the story.

1 greeted: **hit / was kind to / said hello**

2 lodger: someone who pays to **live / work / study** in another person's house

3 paid: gave money for work someone has **done / cooked / showed**

Speaking

5 Ask and answer the questions in pairs.

1 Why did the Micawbers want David to be their lodger?

2 In what ways did people in David's community help each other?

Speaking

1 Discuss these questions in pairs.

1 In *David Copperfield*, how did the manager introduce Mr Micawber to David?

2 How did Mr Micawber greet David?

3 Was it an informal or formal situation? Give reasons for your answer.

2 Look at the greetings and introductions below. Write if they are formal (F) or informal (I) (some can be both)

1 [I] Hi there John! Meet Joe.

2 [ ] Hello, Mr Reda. Have you met Mr Shaker?

3 [ ] It's a pleasure to meet you.

4 [ ] Adam, meet Omar.

5 [ ] I'd like you to meet my friend, Randa.

6 [ ] I'd like to introduce myself.

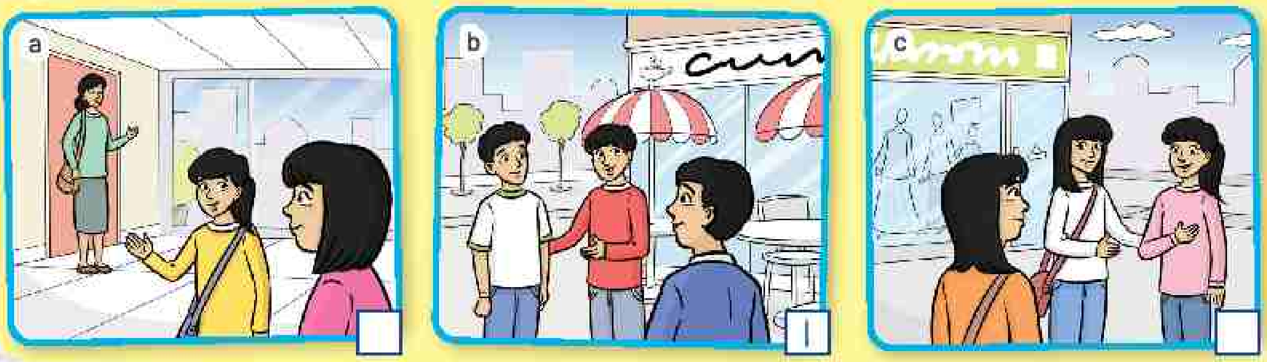
7 [ ] Nice to meet you.

8 [ ] Pleased to meet you, too.

9 [ ] Have you been introduced to my mother?

Listening

3 Listen and match the conversations 1–3 with the pictures a–c.



Speaking

4 Work in groups of three. Use suitable formal or informal greetings and introductions.

Student A: You are with your cousin. You meet a friend of yours who doesn't know your cousin.

Student B: It is your first day as a volunteer at a community project. Introduce yourself to another volunteer student and an adult working there.

Student C: You are with your parents when you meet a friend. Introduce your friend to your parents.

Remember!

- Use **formal** language with people you don't know.
- Use **informal** language with family and friends.



3 Lesson 6



Reading

1 Look at the photo of a community painting project and discuss the questions in pairs.

1 Why do you think they painted the house like this?

2 How do you think people felt while they worked on this project? Why?

2 Read the message in the social network service page, and answer the questions.

1 Where is the writer sending the message to?
To a community network page.

2 What is the problem with the library?
....

3 What is the writer going to do?
....

4 Were your answers to Exercise 1 question 1 correct? ....

Message

Community Matters

Firstly, let me say how much we all love our Children's Library. **However,** it now needs some work. The children don't like it anymore because it looks old and needs painting. We want to encourage children to use the library again.

At our community meeting, we decided to improve the building. We want to invite you to help us. We got some ideas from the *Mashrou El Saada* community project. You can see a photo of their work above. Every year, a group of people go to Heisa, near Aswan, to paint the houses in 'colours of happiness'. We are going to do the same thing here! It will make our library look exciting. **Furthermore,** the library will become a tourist attraction.

To conclude, we are looking for volunteers to help us plan and complete the project. If you are interested, please contact me!

3 Complete the table with the expressions in red from the message that the writer uses to do the following.

1 introduce the reasons for the project	Firstly ....
2 add extra information	....
3 give contrasting information	....
4 write a conclusion	....

4 Look at these expressions and add them to the table in Exercise 3.

In addition,

To summarise,

but

To start with,

Writing

5 Write a message to a social network service about a community project.

1 Think of a community project that is planned, or that people could do in your community.

2 Introduce the reasons for the project and give information to answer these questions.

- What is your project going to do?
- What do you want to encourage people to do? Why?

3 Use some of the expressions from the table in Exercise 3.

4 Write a conclusion.

Review

1 Complete the text with the words in the box.

bench	elderly	encouraged	greeted	kindness	neighbourhood	~~pavement~~

I'd like to say thank you to the young woman who helped me yesterday. I was walking along the **1** pavement when I suddenly felt very tired. I'm **2** .... you see. A young woman saw me and **3** .... me warmly. She **4** .... me to sit down on a **5** .... and have a rest. It was so wonderful to be treated with such **6** .... That's why I'm so happy to live in this **7** .... Our community is so kind and helpful!



2 Choose the correct words to complete the dialogue.

Adam: Are you enjoying that book, Amr?

Amr: No, not really. In fact, it's quite [1] **bored / boring**.

Adam: What kind of books are you [2] **interested / interesting** in?

Amr: I like [3] **excited / exciting** stories. I thought this one looked good, but as soon as I started reading it, I was [4] **disappointed / disappointing**.

Adam: I read it last year, but I thought it was [5] **amazed / amazing!** The ending is [6] **surprising / surprised**.

Amr: Well, your review makes it sound very [7] **interested / interesting.** Perhaps I should finish it!

3 Discuss these questions about your community in pairs.

1. What transport facilities are there? Can they be improved?
2. Does your community have equal opportunities for disabled people and the elderly? If not, what is needed?
3. What leisure and social facilities are there? Can they be improved?

We have good buses, but the nearest metro station is very far from our neighbourhood.

I agree. I think we need wider, safer pavements so that we can walk safely to school.

Project

Work in groups. Do a survey to find out other students' opinions about their community.

1. What topics do you want their opinions to be about?
2. What questions are you going to ask to find out their opinions? Look at the survey on page 22 for ideas.
3. Do your survey.
4. Exchange your survey with another group. Answer the questions.
5. Write a summary of the results of your survey. What do most people like or want to improve about the community?
6. Display your survey results in the classroom for everyone to read.

Review A

Lesson 1



Listening

1 Listen to four directions. Where do they take you to?

1 the café
2 ....
3 ....
4 ....

Speaking

2 Work in pairs. Take it in turns to be Student A and Student B.

Student A: Choose two places on the map. Tell Student B where to start and then direct them to the other place, without naming it.

Student B: Follow Student A's directions. Where do the directions take you?

Reading

3 Complete the text with the correct form of the verbs in brackets.

Museum of Natural Science

Last year, there [1] was (be) an amazing exhibition of sea animals at the Museum of Natural Science. While visitors [2] .... (walk) around the exhibition, they could also watch videos and listen to the sounds of the sea. Next year, another exhibition [3] .... (tell) visitors about animal life in the desert.

Many people [4] .... (think) that the desert [5] .... (not have) much life in it. This exhibition [6] .... (show) that lots of animals live there, if you know where to look!

The exhibition [7] .... (open) on the 5th of March. Tickets [8] .... (be) on sale now from the museum or online.



4 Choose the correct word.

1 The videos of the sea animals were **amazed / amazing**.
2 My son is **interested / interesting** in how animals can live in the desert.
3 Gameel was **frightened / frightening** when he saw the snake in the desert.
4 I learnt lots of **surprised / surprising** things about sea animals.
5 Medhat was really **excited / exciting** before going to the exhibition, but he thought it was a bit **bored / boring**.

Speaking

1 Work in pairs.

Student A: Ask Student B about the information you need to complete Poster A. Then answer Student B's questions.

Student B: Answer Student A's questions. Then ask Student A about the information you need to complete Poster B.

Poster A

Sale!
50% discount on ....
Special offers on all laptops.
At TG Electrics
Address: ....
(opposite the bank)
Starts: 9 am, 10th October
Ends: ....



Poster B

Sale!
50% discount on TVs.
Special offers on all ....
At TG Electrics
Address: 20 Hamdan Street
(opposite the ....)
Starts: ....
Ends: 5 pm, 14th October





Reading

2 Read the texts about two teenagers. How do they want to help the community?

Tarek



I'm really excited about this week as I'm going to start my new volunteering job! My basketball team are going to play basketball with some disabled children and teach them about the game. I love children (I have three younger brothers and sisters) so I think it will be really fun. I'm happy I can volunteer with my friends, too. I think it is important that people help their community.

Judy



My friend and I are looking for some volunteer work. We want to help elderly people or young children. We both like little children! We are going to ask at local community centres about reading to elderly people and local schools about helping young children to read. We read a lot in our spare time but we want to do something useful for other people.

3 Complete the sentences with *both ... and*, *either ... or* or *neither ... nor*.

1. Both Tarek and Judy like children.
2. .... Tarek .... Judy is working as volunteers now.
3. Judy wants to work with .... elderly people .... children.
4. Tarek is going to .... play .... teach basketball.
5. .... of the teenagers are going to volunteer with their friends.



Writing

4 Write an email of about 100 words asking a friend to go to a community event. Explain where and when it is and what you can both do to help.

Unit 4

Lesson 1

Have you ever travelled by plane?

Reading: A report about experiences; texts about life experiences; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*; a text about someone's life

Writing: A story about something that happened in your life; a timeline of a person's life events; a biography of a person

Listening: An interview about someone's life; an account of something bad that happened to someone

Speaking: Talking about experiences; asking and answering questions about experiences; telling a story

Language: The present perfect with *ever*, *never*, *for* and *since*

Life Skills: Communication

Discuss

Which of these things have you done?


ridder a horse


snorkelled in the sea


travelled by plane


been to a football match


played a musical instrument


visited an orphanage

Research

Where is it best to snorkel in Egypt and why?

Find

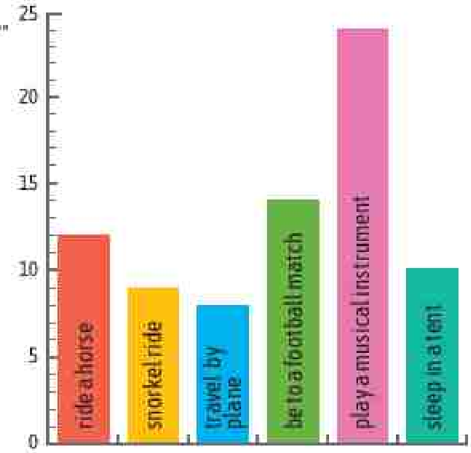
Look through the unit. Who wrote *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*?

Reading

1 Adam asked the people in his class about their experiences. Look at the graph and read his report. Answer the questions.

1. Which two things have the most people in his class done? ....
2. Which two things have the fewest people done? ....

I asked the people in my class about their **experiences**. Most people in the class have played a musical instrument. Not many people have ridden a horse or slept in a tent. Even fewer people have snorkelled. Most people in the class have never travelled by plane, but Hazem has travelled by plane three times! I also asked, 'Have you ever been to a football match?' About half the people in the class haven't been to a football match and about half the class have.



Experiences of people in the class

Language

The present perfect

- Use *have/has* + the past participle to talk about things that we have done at some time in the past (past experiences). We don't need to say *when* we did something.

They **have ('ve) ridden** a horse.	He **has ('s) travelled by** plane.
I **have not (haven't) played** a musical instrument.	They **have ('ve) never travelled by** plane.
Have you **ever been** to a football match?	**Has** she **ever ridden** a horse? Yes, she **has**./No, she **hasn't**.

2 Complete the sentences with the correct form of the present perfect.

1. Hania has played (play) tennis many times.
2. It is Lara's birthday today and she .... (eat) a lot of cake!
3. I .... (not/read) that book.
4. .... you ever .... (be) to Giza?
5. .... Lina ever .... (see) that film?

3 Work in groups.

Ask the people in your group about their experiences using the pictures from page 34 or think of your own ideas.



Writing

4 Complete the sentences.

Most people in my group have ...., but not many people have ....

4 Lesson 2



Speaking

1 **Ask and answer these questions in pairs.**

1. Which people in your family have been to another country?
2. Has anyone in your family climbed a mountain?
3. Have any of your cousins got married?
4. Have your parents always lived in the same house, or have they moved?

Listening

2 **Discuss the questions in pairs.**

1. How much do you know about the lives of the older people in your family?
2. Do you think it is important to learn about the history of your family? Why?

3 **Listen to Talia talking to her grandmother and answer the questions.**

1. Have Grandad and Grandma lived in their house for a long time? ....
2. How do you know? ....



4 **Listen again and answer the questions.**

1. When did Talia's grandmother move to the house she lives in now? When she got married.
2. How long has Talia's grandmother been married? ....
3. When did Talia's grandmother and grandfather meet? ....
4. When did Talia's mum and dad move to their house? ....
5. Where did they live before that? ....

Did you know?

We can learn a lot from elderly people, but they can be very sensitive. Listen to them carefully and give them an opportunity to ask questions and express themselves.

Language

5 Look at these sentences from Talia's conversation and choose the correct word.

I've lived in the same house since I was born.

Your mum and dad have lived in that house since 2008.

We've been married for over 50 years.

They've known each other for a long time.

1 We use **for / since** for a period of time (e.g. six years, a month, two days).

2 We use **for / since** for a point in time (e.g. 1990, one o'clock, yesterday).

Remember!

The present perfect tense comes before *since* and *for*. The past simple tense comes after *since* if there is a subject.

6 Complete the sentences with *for* or *since*.

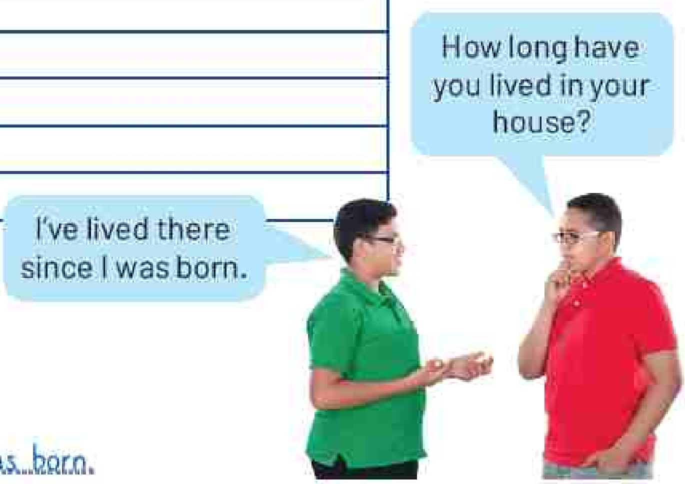
1 Lama has had her phone for two years.
2 Mr Sabri has been at this school .... 2020.
3 Hatem has lived in Alexandria .... many years.
4 Malak has been friends with Injy .... they were children.
5 Fady has had a headache .... about an hour.
6 Kamal and Lina have been married .... last year.



Speaking

7 Work in pairs. Ask your partner questions using *How long* + the present perfect and complete the table.

How long ...?	Partner's Name:
1 live / your house?	
2 be / this class?	
3 know / your best friend?	
4 have / a phone?	
5 study / English?	
6 be / at school today?	
7 enjoy / favourite hobby	



Writing

8 Use the table to write six sentences about your partner in your notebook.

Imad has lived in his house since he was born.

4 Lesson 3

Reading

1 Match the verbs to the life experiences.

1	c	learn	a	to another country
2		join	b	school
3		start	c	a language
4		move	d	a match
5		win	e	a sports club



Maher
I have lived in a village in the south of Egypt all my life. I have never been to another country, but last year I visited Cairo with my uncle and my cousins! It was so big and busy, but it was fun. We went to lots of museums because I am very interested in history.

2 Read the texts and answer the questions.

1 Where does Maher live? ....

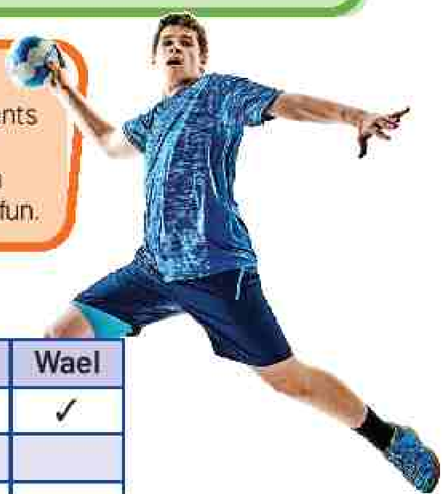
2 What language does Azza use? Why? ....

3 Why does Wael live with his grandparents? ....



Azza
I have had hearing problems all my life and I learnt sign language from when I was a baby. When I first started school, I went to a special school for **deaf** children. Now, I have been at a local school for three years. I am the only **hard of hearing** person in my class. Sometimes it is difficult, but I have a teacher who can use sign language to help me. She explains things I can't understand in sign language. Some of my friends have learnt some sign language, so they can help me, too.

Wael
My parents died when I was a baby so I have lived with my grandparents since I was one. We used to live in the **countryside**, but we moved to the city three years ago. I like living here, there is lots to do. I joined a handball club and I have won lots of matches with my team. It's really fun.



3 Read the texts again and tick the correct person or people.

Who ...	Maher	Azza	Wael
likes sport?			✓
has moved?			
needs help at school?			
is interested in history			
went to a special school			
doesn't live with his/her parents?			
has never left Egypt?			

Language

4 Complete the text with the past simple or present perfect form of the verbs in brackets.

My name's Salma. I [1] was (be) born in Syria but my family [2] .... (come) to Egypt when I was five years old. We [3] .... (not / visit) Syria since I was very young, but some of my family still live there. When I was eight, I [4] .... (start) playing the piano. I [5] .... (play) in many concerts. I love music. Two years ago, I [6] .... (play) at a concert in the Cairo Opera House. It was amazing!



Remember!

- Use the past simple for finished actions in the past. We usually say when it happened.
  Last year, I **visited** Cairo. We **moved** to the city three years ago.
- Use the present perfect for past actions when the time is not important or for things that still continue now.
  Some of my friends **have learnt** sign language.
  I **have never been** to another country.

Speaking

5 Work in pairs.

1 Take turns to use the words in **A** with *ever* to ask a question in the present perfect.

2 If your partner answers **yes**, use the words in **B** to ask more questions in the past simple.



A	B
move / new place?	when? where?
be / different country?	when? where?
join / a sports club?	which?
play / instrument?	which?
learn / different language?	which?

6 Discuss these questions in pairs.

Whose life is most like yours: Maher, Azza, Wael, Salma or none of them? Why?

4 Lesson 4

Reading

Mark Twain was an American writer who wrote fun novels. He wrote *The Adventures of Tom Sawyer* and its **sequel**, *The Adventures of Huckleberry Finn*. Both novels are about the adventures of teenage boys.

1 Read the two stories. Who thought that somebody was lost? Who travelled in a canoe? Why did they think or do these things?

2 Look at the words in red. Use a dictionary to check the meaning. Write them in your notebook.

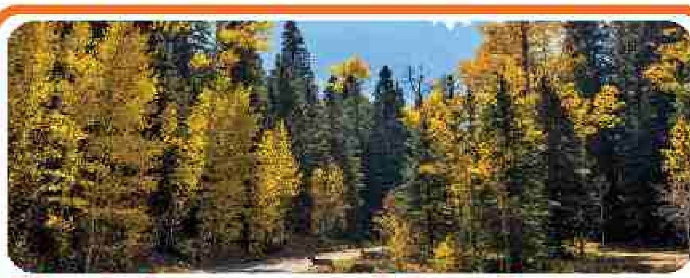
3 Read the stories again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1. Aunt Polly did not know that Tom was in the forest. T
2. Tom had a dream that he was playing a game. ....
3. Aunt Polly and Mary wanted Tom to think more about other people. ....
4. Huckleberry lost the raft in the fog. ....
5. Jim had a bad dream. ....
6. Huckleberry felt bad because he scared Jim ....

Speaking

4 Ask and answer the questions in pairs.

1. What are the similarities and the differences between the two stories?
2. Why did Tom and Huckleberry both say that they were sorry?
3. When is it important to say sorry to somebody?



The Adventures of Tom Sawyer

They did not see Tom all day. All the time that Tom was playing games in the forest, his Aunt Polly worried about him. She thought he was lost or badly hurt. She was so happy when he returned and told her that he was fine.

'It was just a game, Aunt Polly,' said Tom.

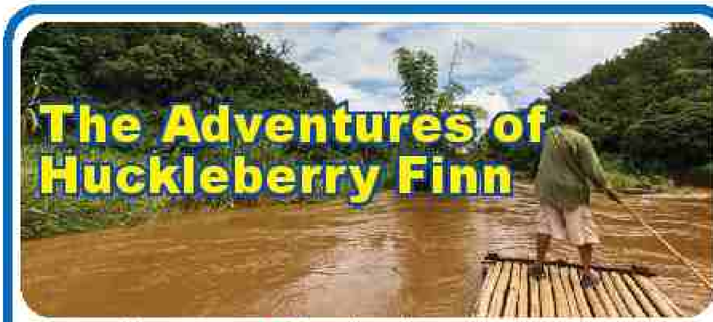
'I'm sure it was a fun game for you, but we all worried about you. We didn't know where you were. Why didn't you tell me?'

'I told you in a **dream**,' said Tom. 'I just forgot to tell you when I was **awake**.'

'He never thinks of other people,' said his cousin Mary.

'Yes, you should think about other people,' said Aunt Polly. 'You know I **care about** you, Tom. Try to remember how other people feel.'

'I'm sorry that I didn't tell you,' said Tom. 'It won't happen again.'



The Adventures of Huckleberry Finn

Jim and I were on a **raft** going down the river when it became foggy. I left the raft to try and find a place for us to stop for the night. I got into a small **canoe** and went along the river. Then I tried to return. However, it was so foggy that I could not see the raft! I called out but I could not hear Jim.

My canoe went down the river for a long way, and I hoped the raft was **following** me. I travelled all night, but the next morning, it was not foggy and finally I saw Jim. He was sleeping on the raft.

I climbed on the raft and said, 'Hello, Jim. Have you been sleeping?'

'I was scared!' he said. 'I couldn't see anything because it was foggy!'

He looked angry. 'I had a terrible night, Huck!' he said. 'It was like a bad dream.'

'I'm sorry,' I said. From that time, I decided I would never scare him again.

 Workbook page 98

Listening

1 **Discuss this question in pairs.**

Can you remember what bad thing happened to Jim in The *Adventures of Huckleberry Finn*?

2 **Listen to Nihal telling a story and answer the question.**

What bad thing happened to Nihal? ....



3 **Listen to Nihal again and answer the questions.**

1. What sport does Nihal do? Gymnastics
2. How long has she done this sport? ....
3. On which days does she usually train? ....
4. Why was she training more a few months ago? ....
5. Where was she when she hurt her leg? ....
6. Who took her to the hospital? ....
7. What does she want to do next year? ....

4 **Listen to Nihal again. Answer the questions.**

1. How fast does Nihal speak? **very fast** **fast** **not too fast** **slow** **very slow**
2. How easy is it for you to understand Nihal? **very easy** **easy** **difficult** **very difficult**
3. Tick the things Nihal does when she tells her story.
   - **a** Introduces her story. ☐
   - **b** Says where the story happened. ☐
   - **c** Says when the story happened. ☐
   - **d** Explains how she felt. ☐
4. Do you think that Nihal told her story well? Why? Tell your partner.

Life Skills

When you are giving a talk or telling a story, try to organise your ideas before you talk. Think about making your story more interesting by adding adverbs and adjectives. For example:

Suddenly, there was a **huge, noisy** storm!

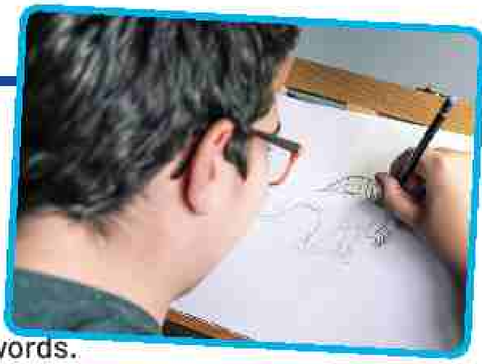
Speaking

5 **You are going to tell a story about something that happened in your life.**

1. Think of an interesting story that has happened to you. It might be something good (e.g. a holiday) or something bad (e.g. a problem that you had).
2. Answer these questions to make notes about your story.
   - When? Where? ....
   - What happened? ....
   - How did you feel? ....
3. Work in groups. Take turns to tell your story.

Today I'm going to tell you about a good thing that happened to me.

4 Lesson 6



Reading

1 Read about Munir and answer the questions.
Use your dictionary to check the meaning of difficult words.

1 What does Munir find difficult? Why? ....

2 What has Munir achieved in his life? ....

3 What job does Munir want to do? ....

I was born in Cairo and I have lived there all my life. **When** I was little, I always loved to draw and paint but I found reading and writing very difficult. At school, I didn't always understand the lessons and it was really hard. I thought I wasn't very clever.

Then my parents and the school decided to take me for some tests. They **discovered** that I had **dyslexia**. This means it is difficult for my brain to read and spell. **After that**, I got more help at school and I started to understand more.

When I took my exams, I got really good **results**! I was surprised and happy. **Later**, I got a prize for my art and then I decided I would like to be an artist one day. **Now**, I **volunteer** at a charity for other children with dyslexia and teach them about art.

Remember!

Dyslexia is a learning disability which affects reading and writing. Many smart people have dyslexia. They can understand and see well, but they have problems with reading.

2 Complete the timeline of Munir's life in your notebook.

born in Cairo — loved drawing and painting

3 Look at the expressions in red in the text.
What do we use these words for?

Speaking

4 Ask and answer the questions in pairs or small groups.

1 What important things have you achieved in your life?

2 When did you do them?



Writing

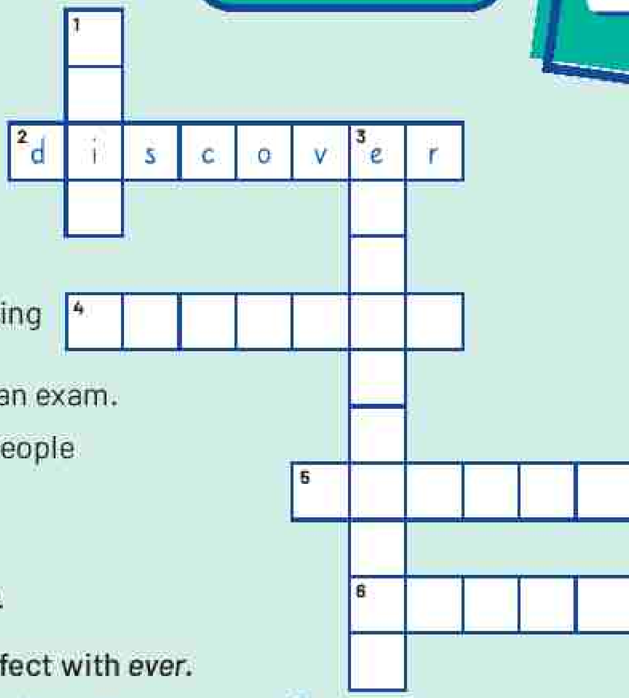
5 You are going to write about things that you have achieved.

1 First, complete a timeline of important events in your life.

2 Now, write a paragraph about what you have achieved.
Use *when, after that, later, then* and *now*.

Review

1 Complete the crossword.



Across

2 To find out some new information about something.

4 Swim with your face under water using special equipment.

5 This tells you how you have done in an exam.

6 A long, narrow boat for one or two people

Down

1 To become part of a club.

3 Something that happens in your life.

2 Write questions using the present prefect with *ever*.

1 be / aquarium Have you ever been to an aquarium?

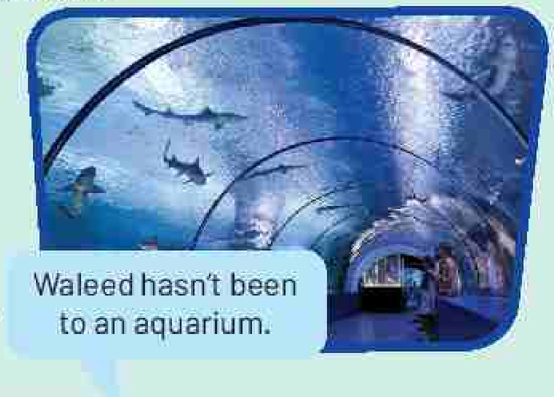
2 climb / mountain ....

3 play / chess ....

4 visit / an orphanage ....

5 be / to Alexandria ....

6 visit / park ....



3 Ask and answer the questions in Exercise 2 in pairs. Then tell other people in the class the answers.

4 Complete the text with the past simple or present perfect. Choose the correct words, *for* or *since*.

Different families [1] have lived (live) in our house [2] **for / since** over 200 years. I [3] .... (live) here with my family [4] **for / since** 2016. Before that, we [5] .... (live) in Cairo. My parents [6] .... (change) some of the house when we moved here. For example, my mum .... [7] (want) a new bathroom! My grandmother [8] .... (live) with us [9] **for / since** four years. It is a happy, family home.

5 Look at this information and write a paragraph about what Radwa has achieved and how she did it. Use some of these words.

after that later now then when

What: Learnt to swim!
When: 2020
Why? Scared of water (as a child)
How?
1 Went to swimming pool with family.
2 Started swimming lessons.
3 Went to the beach on holiday (swam in the sea!).
4 Swam 100 metres!
Now: Go swimming every week.

Unit 5 Lesson 1

Young role models

Reading: A text about a business person and a space engineer; a biography of a friend; an article about a sports tournament; a biography of a tennis player

Writing: A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model

Listening: A conversation about a role model; an interview with an inventor; a conversation about sharing good news

Speaking: Discussing jobs; talking about sports tournaments; responding to good news

Language: The present perfect with *yet* and *already*

Life Skills: Respect for diversity

Quiz

Find these jobs in the photos. Use your dictionary for difficult words.

business person campaigner computer programmer engineer mathematician space scientist sports champion volunteer

a



b



Research

Choose one of the jobs and find out more. What does the person do? What skills do they need?

c



d



e



f



g



h



Find

Look through the unit. How many countries took part in the 2021 World Men's Handball Championship in Egypt?

Reading

1 Which of the jobs from page 44 would you like to do? Why?

I'd like to be a computer programmer because I'm good at computers and I want to do an interesting job.

2 Read the text. Why do you think Gamal likes his job?

My cousin, Gamal, is a business person. When he finished university, he got a job with a big company in Cairo. He's worked there for three years now.

I think he's got a very important job. He's the manager of a team of people and they have meetings every day. He works very hard. Sometimes, he has to meet people from companies in other countries. He has travelled to lots of interesting places. Last year, he went to Nigeria and Brazil.



3 Read the text again. Choose the correct words.

1 Gamal got his job after he finished **school / university**.

2 He started working for the company **three years ago / last year**.

3 Gamal is the manager of **the company / a team of people**.

4 He has meetings with people from **his company / different companies** every day.

5 Sometimes Gamal **travels to / has visitors from** different countries.

Language

4 Complete the sentences with the present perfect or past simple form of the verb in brackets.

1 Sami passed (pass) his exams last week.

2 I .... (visit) lots of interesting cities in my country.

3 My mum .... (want) to be a sports champion when she was young.

4 We .... (finish) our science project last week.

5 Noha .... (work) as a volunteer since she left school.

6 My brother .... (read) lots of interesting books about space science.

Writing

5 Write about someone in your family with an interesting job. Answer these questions.

1 Who is the person? What is his or her job and why is it interesting?

2 How long has he or she had the job? When did he or she start it?

5 Lesson 2



Reading

1 Read the article quickly. What did Samar design?



Samar Abdelfattah has always been interested in space. As a young child, she wanted to be an astronaut. After she finished school, she went to Cairo University to study space engineering.

While Samar was at university, a space technology company had a competition. Students had to design a **hyperloop** – a new, very fast form of transport that travels above the ground. Samar decided to enter the competition and asked other engineering students from the university to join her team.

Teams of students from universities all around the world entered, but Samar's team was the only one from Africa or the Middle East. They worked hard on their design and they won the competition. Samar travelled to the USA to receive the **award**.

Three years later, Samar started her own company. Now she is a space engineer and a business person. She also gives **speeches** to other young engineers to help them achieve their **goals**.

2 Read the article again and complete the sentences. Use your dictionary for difficult words.

1 Samar wanted to be an astronaut when she was young.

2 Samar studied .... at Cairo University.

3 A space .... company had a competition and Samar entered it.

4 Samar travelled to the USA to receive her ....

5 Now Samar is a space engineer and a ....

6 She helps young engineers to ....

Speaking

3 Work in pairs. Ask and answer questions.

1 Which / university / go to?

2 What / she enter?

3 Who / be / in her team?

4 Where / other teams / come from?

5 When / Samar / start her company?

6 Who / she / give speeches to?



4 Discuss these questions in pairs

1 What challenges do you think there were for Samar and her team?

2 What has Samar achieved?

Listening

5 Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.

1 Why was it difficult to find a school for Magdy?
  a Because Magdy needed a lot of help with his work.
  b Because some schools didn't have equipment for disabled people.
2 What kind of education did Magdy have?
  a He studied at home.
  b He went to school and university.
3 What has always been important to Magdy?
  a Helping other people.
  b Getting a good job.



6 Listen to the conversation again and complete the notes about Magdy's achievements.

MAGDY ABDEL SAYED: CAMPAIGNER FOR DISABLED PEOPLE

1 at school: won an award from Cambridge University
2 after school: lots of companies wanted to ......
3 at university: ...... for different charities
4 now: works with a charity that ......

Writing

7 Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.

Magdy Abdel Sayed has had a lot of challenges in his life, but he has also achieved many things. ......

Life Skills

1 What do you think are the challenges for disabled people in the situations below?
at school   at university   at work
2 How can we help disabled people to achieve their goals?

5 Lesson 3

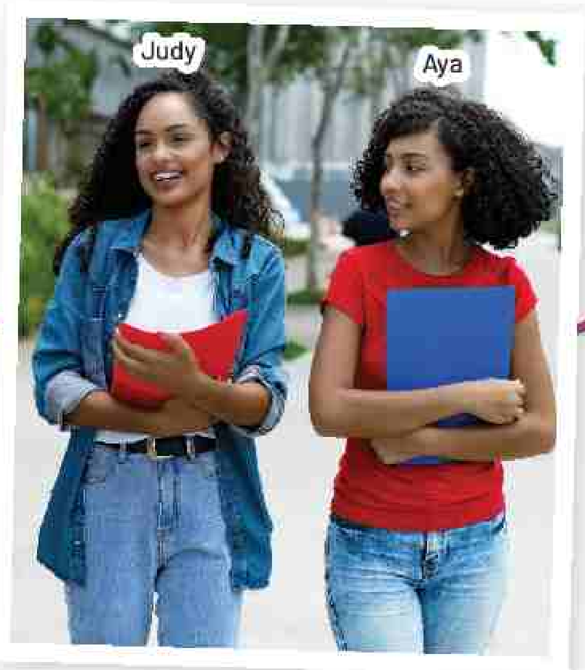


Reading

1 Read Judy's biography of her friend Aya. Tick the things Aya has done in her life.

My friend Aya has always loved writing stories and poems. When she was six, she won a prize for a poem she wrote! She has already written a book of stories. Now, she's writing her second book, but she hasn't finished it yet. She really likes to be **creative**. She has played the guitar for three years now. She's played in two concerts already. She felt very nervous but she was amazing!

Aya would like to volunteer to teach writing and music to children one day. Her other dream is to **create** an **app** to help children learn. She hasn't been to another country yet, but there are lots she wants to visit! Maybe we can go travelling together.



1 won an award or competition ✓
2 learnt a musical instrument ☐
3 worked as a volunteer ☐
4 created an app ☐
5 travelled to another country ☐
6 written a book ☐
7 played in a concert ☐

2 Match to make sentences about Aya.

1 [e] She won an award for writing
2 [ ] She has finished writing
3 [ ] She was nervous
4 [ ] She wants to volunteer to
5 [ ] She hasn't
6 [ ] She is a very

a work with children.
b when she played concerts.
c been to another country yet.
d creative person.
e when she was a child.
f one book already.



Language

3 Reorder the words to make sentences or questions in the present perfect.

1 finished / I / my / homework / yet / haven't I haven't finished my homework yet.
2 that / I've / already / film / seen ....
3 our / eaten / already / We've / lunch ....
4 already / three / learnt / He's / languages ....
5 visited / Have / Pyramids / yet / they / the / ? ....
6 new / Have / the / yet / been / you / to / restaurant / ? ....

The present perfect with *yet* and *already*

Yet means 'at any time until now'. Use it at the end of negative sentences and questions.

She hasn't been to another country **yet**.
Has she learnt a musical instrument **yet**?

Already means 'before now' or 'before a particular time'. Use it at the end of the sentence or before the main verb.

She's played in two concerts **already**.
She has **already** written a book of stories.



Listening

4 Listen to the interview. What has Haytham created? What does it do?

5 Listen again. Complete the sentences with the correct form of the present perfect and *already* or *yet*.

1 Haytham has created (create) an app already.
2 People in a few schools .... (use) the app ....
3 Haytham .... (create) any other apps ....
4 He .... (get) a job ....
5 He .... (talk) to some companies about his ideas ....
6 He .... (finish) school ....



Speaking

6 Look at the list in Exercise 1. Discuss the questions in pairs.

1 Which of these things have you done already?
2 Which of these things haven't you done yet (but think that you will one day)?

5 Lesson 4

Reading

1 Discuss these questions in pairs.

1. Do you like to play or watch handball? Why?
2. What jobs can you think of that people might do at a handball competition?

2 Read the newspaper article quickly and answer the questions.

1. How many of the jobs that you thought of are in the article?
2. Why do you think the article is called *In the bubble?*

3 Match the words from the article 1–5 with the words that have a similar meaning a–e.

1	d contest	a	workers
2	champions	b	winners
3	competitors	c	sports event
4	tournament	d	competition
5	staff	e	players

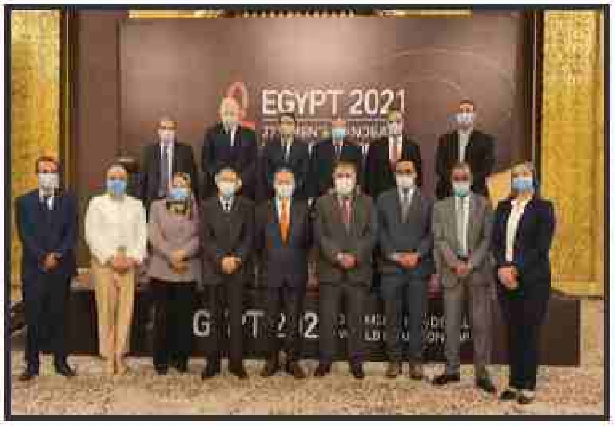
4 Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1. There were 600 teams in the contest. F There were 32 teams.
2. Some people thought it was impossible to have the contest. ....
3. Nobody could watch the handball matches at the stadiums. ....
4. The medical team tested the players for coronavirus every day. ....
5. Everyone working at the tournament stayed in the same hotel. ....
6. The organisers of the Olympics in Japan have asked the medical team for advice. ....

31st January 2021

IN THE BUBBLE

Today, the 2021 World Men's Handball **Championship** in Egypt finished. It has been the biggest handball **tournament** ever. The Egyptian team did an excellent job and reached the **quarter finals** (the last eight). There were over 600 **competitors** from 32 countries. They have played over 100 games and scored more than 5,500 goals! All of this was during the **coronavirus pandemic**. Many people said it wasn't possible, but the **contest** in Egypt has been fantastic!



The medical team

The **medical team** have worked for months to make the tournament safe. Firstly, there haven't been any **spectators**. Also, the players and **staff** have had tests for coronavirus every 48 hours. Players and people working at the tournament have used four hotels and stayed inside this **'bubble'**. These hotels all have a health centre and every team has had a doctor to work with them. Lots of cleaners have worked day and night to clean the stadiums and the hotels and make them safe.

The medical team were from the Ministry of Health and the Ministry of Youth and Sports. They have done such an **incredible** job that the **organisers** of the 2021 Olympics in Japan have asked them for their advice. What an amazing achievement!

Speaking

5 Work in small groups. Discuss these questions.

1. What was the last sports tournament you watched in a stadium or on TV? Who won? Did you enjoy it?

I watched the Olympics on TV. I liked all the different sports. It was exciting when there was a competitor from Egypt.

 Workbook page 105

Listening

1 Discuss this question in pairs.

When someone wins an award or a competition, what can you say?



Did you know?

The Polish musician Frederic Chopin (1810-1849) wrote piano music from the age of seven and performed in concerts when he was eight!

2 Listen to Fareeda. What is the good news she is telling her friend, Malak?

3 Listen again and answer the questions.

1 When did Fareeda get the results of her exam? She just got them.
2 What score did she get? ....
3 How did she feel when she was doing the exam? ....
4 Why is Malak not surprised by the result? ....



4 Listen again. Complete the phrases that Malak uses to respond to Fareeda's news.

1 Well done! Great ....!
2 You did really ....
3 What an amazing ....!
4 I'm really .... for you.
5 You worked really ....



Speaking

5 Work in pairs. Take turns to be A and B.

Student A: You have some good news to share. Choose one of the ideas opposite (or think of your own good news). Tell Student B.

Student B: Listen to Student A's good news. Ask him or her about it. Use the expressions from Exercise 4.

You won an award.

You passed an exam.

You learnt a new skill.

You won a contest.

5 **Lesson 6**

Reading


Nada Zaher

1 Put these sentences from a biography about Nada Zaher in the correct order. Find the meaning of new words in your dictionary.

- **a** ☐ When she was a teenager, she found out that she had a sports **scholarship** to go to Columbia University in the USA.
- **b** [1] Nada Zaher was born in Alexandria, Egypt.
- **c** ☐ Then she went to the USA to study and play tennis.
- **d** ☐ Now she helps students from Egypt and other countries to follow their dreams.
- **e** ☐ So, she started a company to connect athletes with universities in the USA and helped them to find scholarships.
- **f** ☐ As a child, she played a lot of tennis.
- **g** ☐ After university, she returned to Egypt and decided to help more international athletes to study in other countries.

2 Read the biography again and answer the questions.

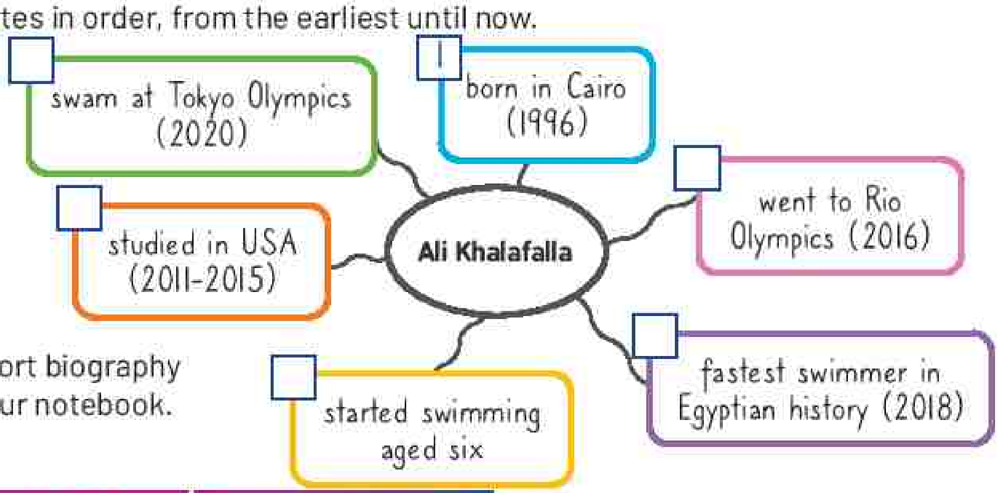
1. Where is Nada from? She is from Alexandria.
2. What sport did she play? ....
3. Where did she get a scholarship for? ....
4. What does she do now? ....


Ali Khalafalla

Writing

3 Look at these notes about the swimmer Ali Khalafalla, and put them in order.

1. Put the notes in order, from the earliest until now.



2. Write a short biography of Ali in your notebook.

Review

1 Work in pairs. Take turns to be A and B.

Student A: Pretend you do one of the jobs from the unit. Tell Student B what you have done but do not name the job.

Student B: Guess your partner's job.



2 Discuss these questions in pairs.

1 Which of these things have you already done today?

2 Which haven't you done yet?

eat breakfast   do homework   watch TV
clean teeth   eat dinner
talk to friends   play computer games   get dressed



3 **Complete the dialogue with these words. Then listen and check your answers.**

done   happy   incredible   ~~news~~
tournament   scholarship

Fares: Guess what? I have good [1] news!

Mazen: What is it?

Fares: I have got a [2] .... to a university in Canada!

Mazen: Well [3] ....! That's [4] ....!

Fares: Yes, I can't believe it. I'm going to play tennis and study hard.

Mazen: I'm really [5] .... for you. You will play at an important [6] .... soon!



Project

Make a fact file about a young role model.

1 What is a role model? Think of some famous young role models. Why are they role models? Make notes.

2 Work in small groups. Compare the information you found and choose one of the people for your project.

3 Work together to research more information about this person's life.

4 Make a fact file about this person for your classroom. You might include:

- pictures of the person
- a timeline of their life
- what they have achieved
- why you think they are a role model.

5 Compare your fact files with other groups. Do you think they are all good role models?

Unit 6

Lesson 1

What's wrong?

Reading: An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem

Writing: A response to a blog; a paragraph about ways to relax; an email apology; an email suggesting how to help a friend; a poster helping people with mental health issues

Listening: A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems

Speaking: Discussing teenage worries; showing that you are listening; suggesting solutions to problems

Language: *had to / didn't have to, was / wasn't able to, could / couldn't*

Life Skills: Empathy

Discuss

Look at the website question. Can you match the answers to the photos?

Research

Find out how much time teenagers in Egypt spend on social media.

1


2


3


achievements

cyberbullying

skills and abilities

Discuss

What kind of things do teenagers worry about?

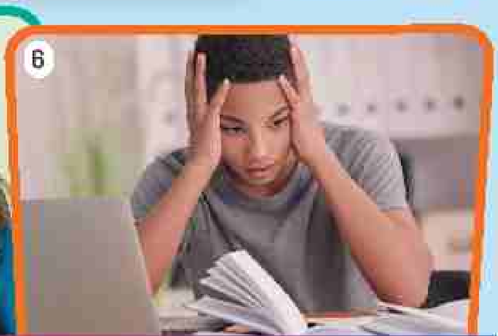
appearance

school work

social life

4


5


6


Find

Look through the unit. What new subject has been introduced in many schools in the UK?

Listening

1 Listen to Hisham and Kamal talking about the website on page 54. What problems do they talk about?

2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

anxious ~~embarrassed~~ positive upset

1 I'm *embarrassed* about being so tall.

2 You shouldn't feel bad about being tall. Your height is a .... thing.

3 For me, exams are a problem. I get very .... about them.

4 The unkind text messages made her feel really ....

3 Discuss these questions in pairs.

1 Do you think that the problems on page 54 are common problems for teenagers?

2 Can you think of any other things that make teenagers feel embarrassed, anxious or upset?



Reading

4 Read the text. What are the positive and negative things it says about social media?

Today, nearly four **billion** people use social media in their daily lives. Some studies have found that around 63% of people **report** feeling upset and anxious after using social media. On the other hand, social media can be helpful because we can share experiences and **support** each other. People can spread positive messages this way about the importance of looking after our mental health.







Speaking

5 Discuss the questions in pairs.

1 How can the uses of technology in the pictures be positive or negative for your mental health?

2 How do you use technology and social media in a positive way in your life?

6 Lesson 2



Reading

1 **Read the texts quickly and answer the questions. Use your dictionary for difficult words.**

1. What kind of texts are they?
2. Where do you think that you would find these kinds of texts?

Teen problems

1 Nobody knows that I failed my English speaking test, and I feel very embarrassed about it. Yesterday, I told my best friend and I said, 'Please don't tell anyone because nobody knows. It's a secret'. The next day, my friend's mother, who is British, offered to help me with my English. I felt very unhappy with my friend because she told somebody. She said she was only trying to help me, but I don't want to tell her any of my secrets any more.

Magda

2 I have a lot of friends, but we have very different opinions about things. They say I mustn't talk to some people in the class. We don't always agree, and I feel that I am very different from them. It makes me feel lonely.

Salma

3 My parents want me to be a doctor when I finish school. A doctor has to be good at science subjects, however, and the work is too difficult for me. I don't want to disappoint them, but I really don't think I can be a doctor.

Adam

2 **Read the texts again and answer the questions.**

1. What problem was Magda embarrassed about? *She failed her English speaking test.*
2. Why is she unhappy with her friend? ....
3. How is Magda going to change her behaviour with her friend now? ....
4. Why does Salma think her friends are different to her? ....
5. How does Adam feel about science subjects? ....
6. Why is he anxious about what his parents will think? ....



Speaking

3 **Discuss the questions in pairs.**

1. Do you think that it was wrong for Magda's friend to tell her mother about Magda's problem? Why?
2. Do you think that you can feel lonely even if you have a lot of friends? Why?

Reading

4 Read and match these answers a–c to the people who have the problems in Exercise 1. Do you think this is good advice? Why?

a ☐ You should talk to them and tell them how you feel. They might be more understanding than you think.

b ☐ Your friend shouldn't tell anyone your secret. Friends must keep secrets. However, you don't have to see this as a negative thing since she only wanted to help. Why don't you think about your friend's mother's kind offer?

c ☐ How about joining a club to meet people with similar interests? You don't have to belong to only one group of friends.



Language

Remember!

- Use *must* to talk about things that are necessary, and *mustn't* for things that are necessary to avoid.
  Friends **must** keep secrets. I **mustn't talk** to some people in the class.
- Use *have to* when something is essential to do (you have no choice), and *don't have to* when something is not essential to do.
  I **have to** be good at science subjects. You **don't have to** see this as a negative thing.
- Use *should / shouldn't* for advice or to talk about things that are or are not a good idea to do.
  You **should** talk to them. People **shouldn't** tell others this sort of information
- Use *might* to say that something is possible or uncertain.
  They **might** be more understanding than you think.
  I **might** go to the stadium, but I'm unsure.

Writing

5 Read the problem and then write your advice in your notebook. Use some of the verbs from the *Remember!* box.

> I find it difficult to feel positive about school these days. I am anxious about my exams, and I often feel lonely. I am too embarrassed to tell anyone that I feel upset.



6 Lesson 3



Reading

1 Read the blog quickly and answer the questions. Use your dictionary for difficult words.

1 What negative experience does it describe?

2 What message does Hussein want to share with the readers?

Hussein ★★★

I always wanted to be part of a certain group of popular students. One day, they suggested that we **cyberbully** a boy in my class called Eyad, so I wrote an unkind comment about him on social media.

I thought that my friends would think it was funny. I didn't realise that they were **joking**, and I was the only one to write an unkind comment.

Eyad read my comment and the next day he didn't want to come to school. I had to tell my parents, and they couldn't understand why I did it. Then, the other students did not want to **include** me in their group. I am so embarrassed about what I did.

However, I hope my experience will have a positive result, too. I didn't have to do what my friends suggested. You should think before you do something. Some online messages can hurt people very badly.

I was able to say sorry to Eyad the next day. He is very kind and now we are friends. So, you should choose your friends carefully and always be kind to people.

Hussein

2 Read the blog again and answer the questions.

1 Why did Hussein want to be friends with a certain group of students?
They were popular

2 Why did he write an unkind comment about Eyad? ....

3 How did Eyad feel when he read the unkind words? ....

4 How did Hussein's parents feel when they heard the news? ....

5 What was Hussein able to do the next day? ....

Life Skills

It is important to apologise when you do something wrong. It shows that you are brave enough to face your mistakes.

Speaking

3 Discuss the questions in pairs.

1 Do you think that Hussein is still good friends with the popular students? Why?

2 Do you think that Eyad is a good friend? Why?

Language

4 Complete the sentences with *had to, didn't have to, was able to, wasn't able, could* or *couldn't.*

1 I couldn't understand the film because it was in a language I don't understand.

2 Hana lost her ticket to the concert, but luckily, she .... to buy another one that evening.

3 Hazem is really tired this morning. He .... stay up late last night to revise for a maths test.

4 The baker's was closed, but we .... buy some bread from the shop next door.

5 I tried to go into the building, but the door was locked and I .... to open it.

6 Malak .... buy more rice because we had lots already!

had do / didn't have to, was / wasn't able to, could / couldn't

- Use *had to / didn't have to* to talk about things that were or were not necessary or essential to do in the past.
  I **had to** tell my parents about the problem that I faced.
  I **didn't have to** do what my friends suggested.
- Use *was (wasn't) able to / could / couldn't* to talk about past abilities.
  I **was able to** say sorry to Fawzi. We **were able** to push the car.
  They **couldn't** understand why I did it.
  Note: Use *was / were able to* with action verbs to talk about a past ability related to a single event in the past.

Writing



5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.

Hussein

Dear Eyad,

I'm so sorry about what I did to you. ....

....

6 Lesson 4 Culture



Reading

1 Read the definition of *mindfulness*. Which three things do you think people do in a mindfulness class? Discuss in pairs.

- try to remember facts
- breathe slowly
- relax
- try to think about the present, not the future or past
- go to sleep

mindfulness [*noun*]: being able to relax by calmly thinking about your feelings and what is around you at the moment.

2 Read the text and check your answers to Exercise 1. Use your dictionary for difficult words.

THE DAILY NEWS

As part of a plan to improve students' **mental health**, more than 350 schools in the UK recently introduced mindfulness as a part of the timetable. In a mindfulness class, students learn to **breathe** slowly and to only think of the present. It isn't easy. We usually think about things we have done in the past or things we have to do in the future. However, trying to think only about the present helps us to **relax**, and to really think deeply about everything we are doing at the moment. This helps to stop us from feeling anxious or worried about things we have done or have to do. Students say that mindfulness helps them to feel better about themselves, and afterwards, they do better at their school work, too.



Listening

3 Listen to some students talking about mindfulness. Put the following things they mention in the correct order.

4 Listen to the students again and answer the questions.

1 Which negative feeling does one of the speakers mention? Feeling angry
2 What does mindfulness teach you to do with negative feelings? ....
3 How can breathing help you? ....
4 Why does mindfulness teach us not to think about the future or the past? ....
5 How can you find happiness in a simple thing like eating your favourite food? ....

BE MINDFUL!

a [ ] try to think about only what is around you
b [ ] find happiness in everyday things
c [I] understand your feelings
d [ ] breathe in and out slowly

Speaking

5 Discuss the questions in pairs.

1 Would you like to try mindfulness? Why?
2 How do you think mindfulness could help you?

Speaking

1 Work in pairs. Tick ✓ what you think a good listener does.



A good listener ...

1 doesn't tell me what to do. ✓
2 gives me advice but only if I ask for it. ☐
3 tries to talk about something else. ☐
4 listens without **interrupting** me. ☐
5 looks interested in what I am saying. ☐
6 asks questions to make sure they really understand the problem. ☐
7 tells me about their own problems. ☐
8 shows that they are listening. ☐
9 tells me everything is OK and my problem isn't serious. ☐
10 tries to help me explain my feelings more clearly. ☐

Listening



2 Listen to four conversations and answer the questions.

1 Which listeners 1–4 have good listening skills? Listeners 2 and 4.
2 What mistakes are some listeners making? ....

3 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.

an example clear Go on make you feel say see ~~tell~~

1 Tell me about it. What happened?
2 .... It might help to talk about it, you know.
3 I .... What makes you .... that?
4 It's .... you are unhappy about it.
5 Can you give me .... of what you mean?
6 That must .... very sad.

Speaking



4 Work in pairs. Take turns to be A and B.

Student A: Tell Student B that you are anxious about your exams. Then listen to your partner. Show good listening skills.

Student B: Listen to your partner. Show good listening skills. Then tell Student A that some people are unkind to you.

6 Lesson 6

Reading

1 Read about Dalia's day. Which parts of the day are positive for her? Which are negative? Use your dictionary for difficult words.



Dalia gets ready for school. She can hear her parents talking to her older brother. He is not doing well at school and they are worried about his exams. She is worried about her brother, too. Before leaving for school, she says goodbye to her brother. He does not look happy and this makes her feel even worse.

Dalia tries to stop her brother playing video games. She tells him that he should study, but he does not listen. Then she looks on social media for some advice, but she can't find anything useful. Instead, her friends just tell her about what they did that day.



The first lesson at school is science. Dalia works hard and does some good work.

The afternoon lessons don't go well. Dalia can't stop thinking about her brother. How can she encourage him to work harder?

Dalia goes home. Her brother is playing video games. Dalia's parents don't know what to do about him.

She wants to tell her friends about her worries, but she finds it difficult to talk about her feelings. So she tells them she had a good day.

2 Read the text again and answer the questions.

1 Do Dalia's lessons go well in the afternoon? Why?
No, they don't go well. She can't stop thinking about her brother. ....

2 How do the other members of Dalia's family feel? How does this make Dalia feel?
....

3 In what ways does Dalia find social media unhelpful? ....

4 Why don't Dalia's friends realise how she really feels? ....

3 Discuss this question in pairs.

What do you think might happen if Dalia ...

- talks to her friends about her problems?
- talks to a teacher?
- does nothing?



4 How can you help Dalia? Discuss your ideas with the class. What do you all agree on?

Review

1 Complete the text messages with words from the box.

achievement ~~appearance~~ breathe embarrassed lonely mental health negative positive secret upset

I'm worried about my friend. She is so unhappy about her [1] appearance. How can I help her feel more [2] ______ about herself? People like her and she has won prizes for her art; the only [3] ______ thing about her is her opinion of herself. It's really bad for her [4] ______.

I'm sorry she feels this way. You say that she has won art prizes – you could try to tell her that this is a wonderful [5] ______.

I've just moved here and I'm the only person in my class who isn't from this country. I'm [6] ______ to talk to people because I can't speak the language well. I haven't told anybody about this and I want it to be a [7] ______. My parents know I feel a bit [8] ______ but they don't know why.

It can be [9] ______ being the only person from another country, but don't worry about your language ability. Try to [10] ______ in and out calmly, and then talk to people. Nobody minds when people make mistakes!

2 Choose the correct words to complete the sentences.

1. Sorry Mum, I **wasn't able to / didn't have to** do the shopping for you, because the shops were closed when I got there.
2. You **couldn't / didn't have to** make coffee for us. We have a machine to make it!
3. Before we had the internet, we **must / had to** find all our information in books.
4. **Did you have to / Could you** walk when you were two years old?
5. My mother told me I **didn't have to / wasn't able to** walk until I was about three!

Project

Make a poster about teenage problems.

1. In groups, brainstorm things that make many teenagers unhappy or worried.
2. Make a digital 'word cloud' or draw the words on the poster.
3. Read about ways other students **cope** with their problems below. Which do you agree with?
4. Write your own tip for looking after your mental health and add it to the poster.
5. Display your posters in the classroom for everyone to read.



Exercise helps me to calm down when I'm angry.

I write my feelings in a diary.

Listening to music really helps me.

My advice would be to talk to someone you trust.

Review
B

Lesson 1



Reading

1 Complete the text with the correct form of the verbs in brackets. Use your dictionary for difficult words.

Aya Ayman Abbas is a young Egyptian Paralympic swimmer with an incredible list of achievements. She was born in Cairo and she[1] joined (join) a swimming club when she was six. She[2] .... (can not) walk, but at the age of eight, she was already swimming in national competitions. When she was 16, Aya[3] .... (become) the first and youngest Egyptian swimmer to enter the 2016 Rio Paralympic Games.

Aya[4] .... (have to) face many challenges in her life. When she first started swimming, there weren't any swimming teams or equal **opportunities** for disabled people. Aya[5] .... (able to) achieve her goals with the support of her parents. However, since that time, life[6] .... (become) a lot more positive for young disabled athletes.

Aya is now a member of the Egyptian Paralympic team. Although she has a busy life as a university student, she is also a campaigner for disabled sports people. She[7] .... (not stop) training since her last event. She is a true role model for all Egyptians!

2 Read some more facts about Aya and choose the correct word.

1 Aya says she has loved swimming **since / for** she was a child.

2 She has won the Egypt Cup three times **yet / already**.

3 She was the first female Egyptian swimmer to win medals at a World Championship **for / since** 1910.

4 She has been a member of the Egyptian national swimming team **for / since** more than ten years, **for / since** she was eight years old.

5 No other Paralympic Egyptian girls have been faster swimmers than Aya **yet / already**.

Listening

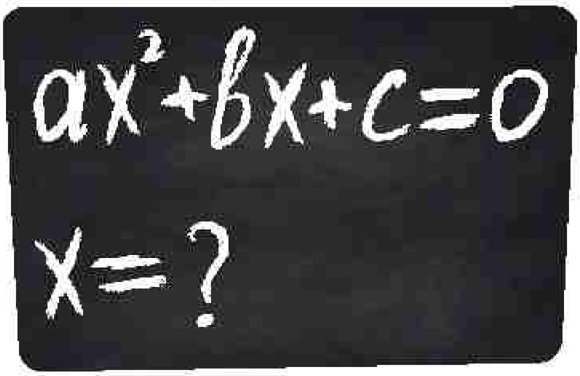
3 Listen to two conversations. Which two problems do the speakers talk about?

a a contest

b their appearance

c a disability

d a secret



4 Listen again and answer the questions.

1 How does Lina feel about her problem? She feels anxious.

2 How does she think her parents will feel if things don't go well for her? ....

3 Who does Ola think Lina should talk to? ....

4 Why doesn't Tamer want to tell Hany about his problem at first? ....

5 Why is Tamer not able to say he is sorry to his friend? ....

6 What does Hany think that Tamer should do? ....

Vocabulary

1 Choose the correct word.



1 Yesterday, I called my teacher 'Dad' and everyone laughed. I felt very **embarrassed / joking**!
2 My grandfather likes to tell us about his incredible **results / experiences** when he lived in the desert.
3 When you are upset, try to talk to a good friend who is **creative / understanding** and will listen to you.
4 Please don't **join / interrupt** the teacher when she is talking.
5 Tarek won a **scholarship / tournament** to study at a top university.

Speaking

2 Work in pairs. Read one fact file each about Kamal. Then ask and answer questions to complete the information.



Student A: Kamal's goals

- volunteer for a charity ✓ (last summer)
- travel to all the countries of Africa ☐ ....
- get top results in school exams ✗
- organise a community social media network ✓ (2020)
- climb Mount Kilimanjaro ☐
- go snorkelling in the Red Sea ✓ (two years ago)
- win a writing competition ☐ ....
- biggest achievement: Young Sports Champion (2019, 2021)

Student B: Kamal's goals

- volunteer .... ☐
- travel to all the countries of Africa (Tanzania) ✓ all the others ✗
- get top results in school exams ☐
- organise a community social media network ☐ ....
- climb Mount Kilimanjaro ✗
- go snorkelling in the Red Sea ☐ ....
- win a writing competition ✓ (Young Writers of Egypt Award, 2019)
- biggest achievement: Young Sports Champion ....

Writing

3 Write a paragraph about your goals and achievements. Think about the following questions.

- Which goals have you achieved already?
- What is your biggest achievement?
- Which goals haven't you achieved yet?
- When did you achieve this?

Term 1

New Hello!

English for Preparatory Schools

Year Three

Workbook

Matthew Hancock

Contents

Check your English

Check your English

1 **Complete the questions with these words.**

a lot of	how to	if	located	~~mustn't~~	quietly	used to	which

1 What mustn't you do in an exam?

2 What should you do .... you feel ill at school?

3 What do you call someone who knows .... paint very well?

4 Which city is .... on the Suez Canal?

5 Who .... think that an animal's eye helped blind people?

6 What fast food has .... fat in it?

7 What do you call the material .... people often use to make clothes?

8 In which building do people usually sit and read .... ?

2 **Now match the questions from Exercise 1 with the answers.**

a ☐ cotton

b ☐ the Ancient Egyptians

c [1] talk loudly

d ☐ Port Said

e ☐ a library

f ☐ pizza

g ☐ You should tell the teacher.

h ☐ an artist

3 **Listen and check your answers to Exercises 1 and 2.**

4 **Read and underline the mistakes in these sentences. Correct the mistakes.**

1 As we <u>walk</u> into the museum, we saw lots of old statues.

As we were walking into the museum, we saw lots of old statues.

2 My sister bought a cotton, new, pretty dress.

....

3 Tarek wants the blue shoes, but I prefer the brown one.

....

4 Look at those dark clouds! I think it is raining soon.

....

5 Hundreds of fish caught by the fishermen every week.

....



5 Listen and choose the correct answer from a, b, c or d.

1 The boy is … .

a describing a photo
b selling clothes
c going to the shops
d buying something

2 The man is … .

a buying tickets at a museum
b helping a woman
c asking for information on the phone
d describing a visit to a museum yesterday

3 The woman is … .

a making a salad
b eating lunch
c saying how to make a salad
d saying how to make an omelette

4 Sara is … .

a cooking food for Leila
b inviting Leila to her house
c making a film
d going to Leila's house this evening

5 The woman in the shop … .

a buys a red dress
b wants a larger dress
c doesn't buy a dress
d buys a blue dress

6 Read the text, then answer the questions.

What clothes do you like to wear? Most people can choose the clothes that they wear each day, but in some jobs you must wear special clothes. For example, firefighters must wear clothes that are made of special material that does not burn. If you are a doctor, you should sometimes wear special clothes and masks that stop you from becoming ill. Many other people, such as engineers and builders, must wear hats and big boots when they are working.



1 What is different about the clothes firefighters wear?
They are made of a special material that does not burn.

2 How do the clothes that doctors wear help them?
……………………………………………………………………

3 What do engineers and builders often wear?
……………………………………………………………………

4 Why do you think they wear these clothes?
……………………………………………………………………

5 In which other jobs do people wear special clothes, and why?
……………………………………………………………………

7 Write in your notebook about a person with a great job.

- What makes this job special?
- Why do you think the person does this job?
- Say if you would like to do this job and why.

Unit 1

Lesson 1

Around town



Vocabulary

1 Match the places with what you can do there.

1 [d]	aquarium	a	You can borrow and save money.
2 [ ]	bank	b	You can borrow and read books.
3 [ ]	botanical gardens	c	You can play volleyball, tennis and other sports.
4 [ ]	library	d	You can see beautiful fish.
5 [ ]	sports centre	e	You can see trees and other interesting plants.

2 Now write sentences to say what you can do at these places.

1 café .... 2 bus station ....

Language

3 Look at the map and complete the sentences.

between   corner   next to   ~~opposite~~

1 The shopping centre is opposite the station.

2 The library is .... the bank.

3 The sports centre is .... the aquarium and the hospital.

4 The museum is on the ...., opposite the hospital.

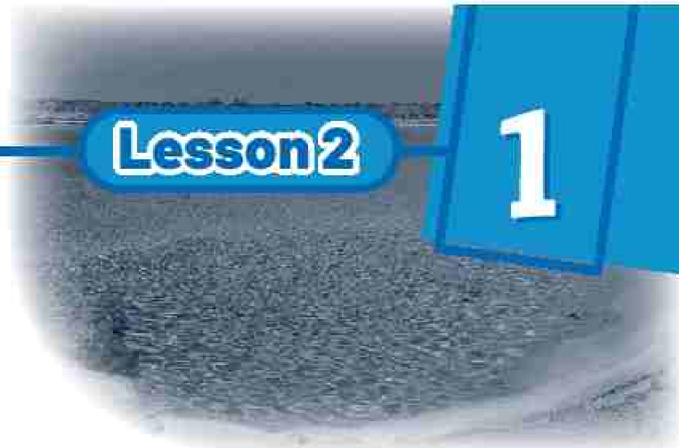


4 Use the map to answer these questions and give directions.

1 How do I go from the market to the bank? From the market, turn left and go straight on. Take the second road on the right. Go straight ahead. The bank is on the left, opposite the aquarium.

2 How do I go from the sports centre to the shopping centre? ....
....

3 How do I go from the restaurant to the library? ....
....
....



Vocabulary

1 Match the words and the definitions.

1 [d] lake		a	calm and quiet
2 [ ] monument		b	cars, lorries and motorbikes that use a road
3 [ ] peaceful		c	more than usual
4 [ ] traffic		d	a large area of water with land around it
5 [ ] especially		e	something that people build to remember an important person or event

2 Complete the sentences with the words from Exercise 1.

1 Can you see all those boats on the lake?
2 The park is very .... in the mornings. You can only hear the birds singing.
3 My uncle is very good at sports, and he is .... good at handball.
4 There was a lot of .... on the roads this morning, so Mr Ahmed was late for work.
5 The Sphinx at Giza is perhaps Egypt's most famous ....

3 We often make adjectives by adding *-ful* to a noun. Complete the sentences with the correct form of these nouns.

care help ~~peace~~ use

1 You can't hear any traffic here. It is very peaceful.
2 Amal's daughter does many jobs around the house. She is always very ....
3 This machine does many things. It is very ....
4 Please be .... when you carry those eggs!

Language

4 Choose the correct prepositions.

I live [1] **in / on** a small village in the south of Egypt. [2] **At / In** the weekend, I usually do the same things. [3] **At / On** Saturdays, I get up [4] **at / in** 7 am, then I always do my homework after breakfast. [5] **At / On** lunchtime, I visit my cousins. We like to eat together. Then, [6] **in / on** the afternoon, I often play games with my cousins. What do you do?

Writing

5 Write a paragraph of about 100 words in your notebook about what you do on one day in the week.

- Include where you live and what day you are describing.
- Write about what you do in the morning, at lunchtime and in the afternoon.
- Say at what time you do these things.

1

Lesson 3



Vocabulary

1 Complete the crossword.

Across ➜

1 You can catch a train from here.

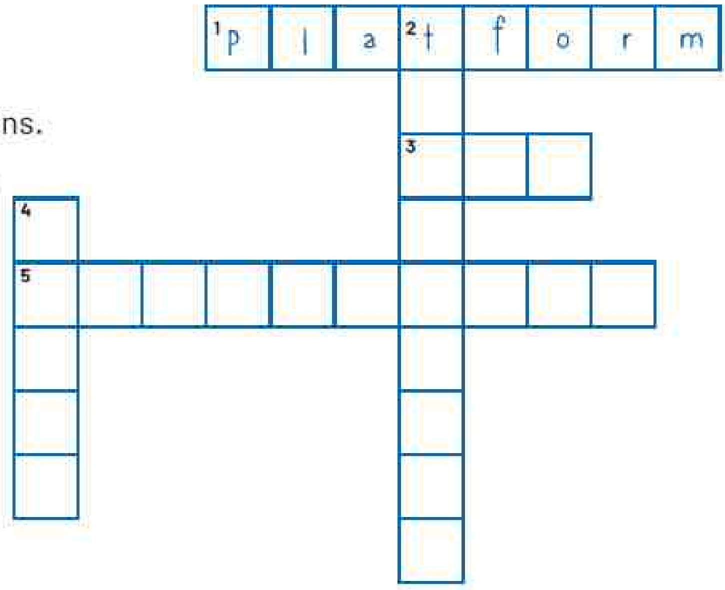
3 You can use this to follow directions.

5 You can go here to see paintings, photographs, objects, etc.

Down ⬇

2 You can use this to find when a train or bus leaves.

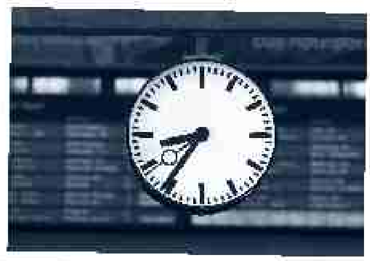
4 You can use this to travel in a city. sometimes it travels underground.



Language

2 Listen and choose the correct words.

Good morning. This ¹**is / was** the 11.30 train to Luxor. It ²**leave / leaves** in five minutes. The train ³**stops / stopped** at Giza, Assiut and Qena. It ⁴**doesn't / won't** stop at Al Balyana today because there are engineering works. The train ⁵**arrives / will arrive** in Luxor at 23.15.



3 Complete the sentences with the correct form of the verbs in brackets.

Man: Good morning. Where ¹ does the train to Aswan leave (leave) from?
Guard: It ² .... (leave) from platform four.
Man: Thanks. What time ³ .... (be) the next train?
Guard: The next train ⁴ .... (leave) in five minutes.
Man: Great. What time ⁵ .... it .... (arrive) in Aswan?
Guard: The train usually ⁶ .... (take) six hours, so the next train ⁷ .... (arrive) in Aswan at about 4.30.

Writing

4 Answer the questions.

1 Where do you go to on a train or bus? ....

2 How long does the journey take? ....



Lesson 4

1

Vocabulary

1 Answer the questions.

1 Is a **valley** between two mountains or on a mountain? between two mountains

2 Does a **ferry** take people across the desert or across water? ……………………

3 Does a **passenger** travel in a car or drive a car? ……………………

4 Does a **tram** use rails like a railway or travel on water? ……………………

5 If a chair is **comfortable**, is it nice to sit on or not nice to sit on? ……………………

2 Match the words with the opposite meaning.

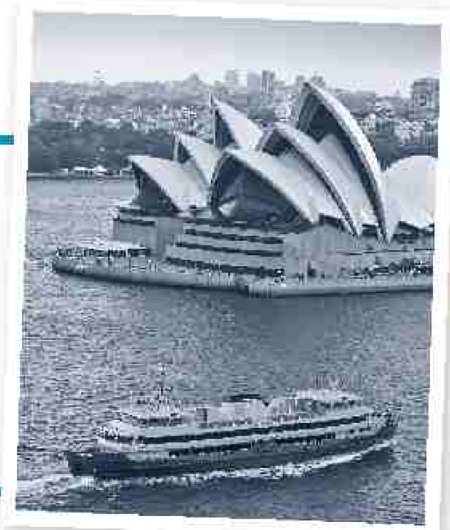
1 [f] comfortable	**a** slow
2 [ ] easy to use	**b** noisy
3 [ ] fast	**c** difficult to use
4 [ ] good for the environment	**d** boring
5 [ ] interesting	**e** polluting
6 [ ] peaceful	**f** uncomfortable

Reading

3 Complete the text with these words.

~~Comfortable~~ easy fast interesting peaceful

Some people think that Sydney in Australia has the best transport in the world. Why? Because trains, buses and ferries travel to all parts of the city. [1] Comfortable buses go to the nearest beaches such as Bondi. If you want to get somewhere quickly, [2] …………………… trains leave from Central Station to many places, including the airport. It is quiet on the water, so ferries are [3] …………………… and they are also [4] …………………… to use. It is [5] …………………… to see the famous buildings from the water, too.



Writing

4 Describe the types of transport in your nearest city. Use some of the adjectives from the lesson.

……………………………………………………………………………………

……………………………………………………………………………………

1 **Lesson 5**



Language

1 Match to make questions and answers.

1	b Would you like	a	about the park?
2	I'm not	b	to meet up this evening?
3	Shall we go	c	come to my house?
4	I'd prefer to go	d	play some sport.
5	How	e	sure.
6	It would be nice to	f	to!
7	Why don't you	g	somewhere indoors.
8	I'd love	h	to the swimming pool, then?

Reading and listening



2 Put the dialogue into the correct order. Then listen and check.

a ☐ Injy: Yes, I'd love to! Why don't we meet by the bridge?
b ☐ Lina: OK. Shall we go to the shops, then?
c ☐ Injy: I'm not sure. I think the museum's closed tomorrow.
d 1 Injy: Would you like to meet up tomorrow, Lina?
e ☐ Lina: I like the park, but I think it would be nice to go on a ferry on the river. Would you like to do that?
f ☐ Injy: I'd prefer to go somewhere outside. How about the park?
g ☐ Lina: That would be great, Injy. Shall we go to the museum?

Writing and speaking

3 Work in pairs. Complete the sentences to arrange to meet up. Then role-play the dialogue.

You: Would you like to meet up tomorrow, ...?
Friend: That would be great. Shall we go to the ....?
You: I'm not sure. ....
Friend: OK. Shall we go to ...., then?
You: I'd prefer to go .... How about ....?
Friend: I think it would be nice to .... Would you like to do that?
You: Yes, I'd love to! Why don't we meet ....?

Lesson 6

1



Vocabulary

1 Complete the sentences with these words.

century   jewellery   ~~indoors~~   pottery

1 The children played indoors today, because it was very hot outside.

2 Hisham was born in 1981, which was in the last ....

3 Be careful in that shop. It sells ...., which breaks easily.

4 My mother has some beautiful ...., which she got from her mother when she got married.

Reading

2 **Read the email reply to an invitation. Write the missing sentences a–c in the right places.**

a I like walking in the country.

b I'm sure there will be enough for us to share!

c Thank you for asking me to visit the lake.

3 **In Munir's email, he replied to four questions that Hazem wrote in his invitation. What do you think the questions were?**

1 Would you like to come to the lake with me?

2 ....

3 ....

4 ....

New message

From: Munir

To: Hazem

Dear Hazem

1 ☐ I would love to go there! I will be ready at 7 am, so you can come to get me any time after that.

Yes, I have some comfortable shoes. I don't mind walking round the lake. 2 ☐ To answer your question, perhaps we should take a boat on the lake first, before it is too hot.

My mother is going to make me some lunch to take with us, but she always makes lots. 3 ☐

See you on Saturday.

Yours, Munir

Writing

4 **Now write the invitation that Hazem wrote to Munir.**

- Remember to start and end your email correctly.
- Include the questions you wrote in Exercise 3.

Remember!

Writing an e-mail is a great way to keep in touch with a friend or family.

Remember to include these parts:

Greetings: Start with words like *Hi*, *Hello* and *Dear*.

Body 1: Write what you want to talk about.

Body 2: Start a new paragraph if you want to talk about something new.

Closing: End your email with words like *See you on…*, *Thank you*, or *Kind regards*.

1 Lesson 7

Review

1 Complete the table with these words. Can you add any words?

~~botanical gardens~~ ferry lake metro monument passenger wild flowers
platform timetable traffic tram aquarium plants

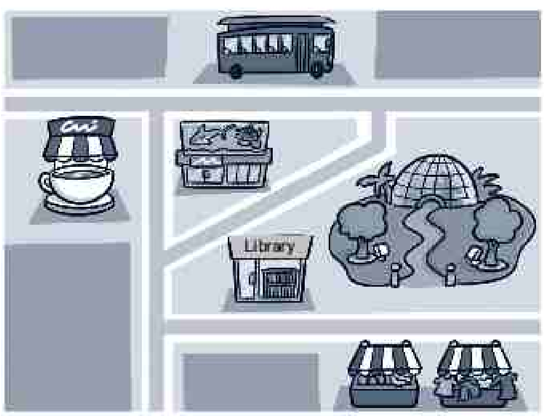
in a town	in a station	forms of transport	in a botanical garden
botanical gardens			

2 Complete the sentences with *at*, *in* or *on* and the correct form of the verb in brackets.

I'm Tarek and I live in a small village. [1] On weekdays, there [2] .... (be) two buses a day to the nearest city. The first bus [3] .... (be) [4] .... 7 am and the second one [5] .... (leave) late [6] .... the afternoon. My father [7] .... (not take) the early bus because it is very slow. The traffic is always bad [8] .... the mornings. [9] .... the weekend, there is only one bus, which [10] .... (go) at 8 am. There is not much traffic then, so it [11] .... (arrive) in the city [12] .... 8.30 am. There is a market in the city at this time, so I often take this bus with my mother.

3 Tarek and his mother are at the bus station. Look at the map and write directions to the market. Use some of these words.

go straight on on the corner opposite
take the second road on the left/right
turn left/right walk past



....
....
....
....
....
....
....

4 Write directions from your house to one of these places.

- the school
- the park
- the museum
- the market

....
....
....

Let's go shopping



Vocabulary

1 Match these things from the kitchen with what you can do with them.

1	[c] coffee machine	**a**	You can boil water with this.
2	[ ] kettle	**b**	You can cook things quickly with this.
3	[ ] microwave	**c**	You can make a hot drink with this.

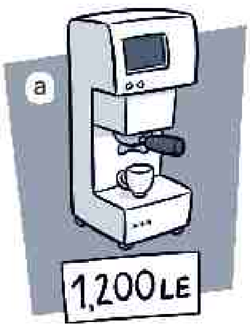
2 Now write sentences to say what you can do with these things.

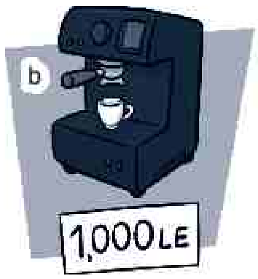
1 fridge ....

2 oven ....

Language

3 Make sentences comparing the three coffee machines using the words in brackets.







1 (small) Coffee machine b is smaller than a, but coffee machine c is the smallest.

2 (expensive) ....

3 (tall) ....

Writing

4 Write about some of the items that you have in your kitchen.

- What can you do with each item?
- Which item is the most/least useful?
- Which item do you think is the most/least expensive?

....

....

....

2 Lesson 2



Vocabulary

1 Complete the sentences with these words.

deal   discount   ~~sale~~   smart   speakers

1. The clothes shop has a *sale*. All the clothes are cheaper than usual this week!
2. There is a good .... at the café today. You get a free drink when you buy a sandwich.
3. This microwave has a 25% .... Usually it costs 1,000 LE but now it is 750 LE.
4. Osama's family have a .... TV. They can now watch films from the internet.
5. I have bought some .... for my phone, so I can play my music more loudly!

2 Look at the information and answer the questions.



1. Where is there a sale today? *at the market*
2. What is the discount on oranges? ....
3. What is the deal on bananas? ....

Language

3 Complete the sentences with *both*, *either … or* or *neither … nor*.

1. My sister and I *both* like playing tennis.
2. Tarek usually has .... an egg .... some fruit for breakfast.
3. .... Alexandria and Port Said are on the Mediterranean Sea.
4. .... Dareen .... Malak speaks French, so they didn't understand the tourists.
5. On Saturdays, Hany .... visits his cousins .... goes shopping with his mother.
6. This shop is .... interesting .... cheap. Let's go to a different one.

Writing

4 Answer the questions.

1. What do you and a friend both like doing at the weekend? ....
2. Do either of you play a sport? If yes, which one? ....
3. What do neither of you like doing? ....

Language

1 Choose the correct words.

1 When you want to use a machine, first you need to turn it **off / on**.
2 Many computers ask you to **log / put** in before you can use them.
3 You can't use this computer without the **password / passport.** I think it's 123hello!
4 The TV is not working. Is it plugged **in / up?**
5 Now my phone is not working! I need to **charge / turn** the battery.



Reading

2 Complete the instructions with these words.

charge fill in log in off password ~~plug in~~ turn

Congratulations on buying a new computer! Here are the instructions for how to use it:

1 First plug in the computer. To .... the battery, leave it for three or four hours.

2 Now .... on the computer.

3 When the computer is ready, it will ask you to .... some information.

4 Write your name and choose a .... that nobody can guess.

5 Now you can .... to your computer and start using it.

6 Don't forget to turn .... your computer when you are not using it.

3 Answer the questions.

1 What rule should you follow for passwords? You should not tell them to anyone.
2 Do you use passwords? If yes, what do you use them for? ....
3 Do you charge anything? If yes, what do you charge? ....
4 Do you fill in forms? What information do you put? ....
5 What things in the house do you plug in? ....
6 Why should you turn off computers when you finish using them? ....

Writing

4 Write in your notebook about the problem you discussed with your partner in the Student's Book page 17, Exercise 5.

- What was the problem?
- What did you do about it?

2 Lesson 4



Vocabulary

1 **Match the materials with the handicrafts.**

1	[b] a wooden	**a**	statue
2	[ ] a leather	**b**	box
3	[ ] a wool	**c**	bag
4	[ ] a stone	**d**	carpet

2 **Can you name any objects made of these materials?**

1 plastic ....

2 metal ....

3 glass ....

Reading



3 **Read about handicrafts in Egypt. Are the sentences below *true* (T) or *false* (F)? Correct the false sentences.**

The south of Egypt is famous for its beautiful handicrafts. People who live here sell carpets, baskets and colourful pots. Some women in a village near Aswan also make beautiful handicrafts from the leaves of trees. In other parts of Egypt, people make handicrafts from wood and leather. These handicrafts are very popular with tourists, and help the Egyptians to earn money.

1 You can buy beautiful handicrafts in the south of Egypt. T

2 Women in a village near Aswan always make handicrafts from leather. ....

....

3 Egyptians also make things from wood. ....

4 Tourists like Egyptian handicrafts. ....

5 Many Egyptians buy the handicrafts from tourists. ....

Writing

4 **Write a paragraph of about 100 words in your notebook about handicrafts that you can buy in your area.**

- Think about things that you can buy in shops or the market. What things are from your area?
- What do the handicrafts look like? What are they made of? Are they decorated?
- How much are the handicrafts? Why do people want to buy them?

Vocabulary

1 **Match the words with their meanings.**

1 [c] complaint
2 [ ] call back
3 [ ] order
4 [ ] email

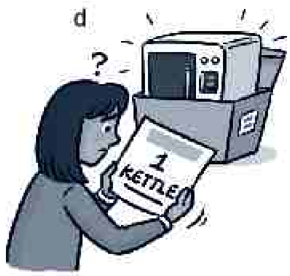
a to send a message electronically
b return a phone call
c something you make when you are unhappy about something
d when a customer asks someone to send or make something for them

2 **Match the pictures a–d to the problems 1–4.**

a

b

c

d


1 [c] It doesn't work.
2 [ ] It is the wrong size.
3 [ ] It is the wrong item.
4 [ ] It is broken.

Listening

3 **Listen to the conversation and answer the questions.**

1 Which problem from Exercise 2 are they talking about? ....

2 What is the assistant going to do about the problem? ....

Writing and speaking

4 **Choose a different problem from the one in Exercise 3 and complete the dialogue. Then role-play the dialogue with a partner.**

You: Hello, I want to make a ¹ complaint.
Assistant: Oh, dear. What's the problem?
You: I ordered a ² .... from your website, but when the delivery arrived this morning, it ³ ....
Assistant: I'm very sorry about that. I will ⁴ ....
You: Can you ⁵ ....?
Assistant: Yes, of course.

2 **Lesson 6**





Reading

1 Read the reviews of two items. The two reviews are mixed up. Can you write them in the correct order?

Review 1	Review 2
a I bought this microwave as a present for my parents.	**a** It looks great and it is very easy to use.
b They were not very happy with it.	**b** She is very happy with it.
c However, when they used it, the food did not cook very well.	**c** I bought this speaker as a present for my cousin.
d It looks good in the kitchen and the delivery was quick.	**d** You can use it on your television or to play music.
e It was horrible. I sent it back and will buy a different one.	**e** There is only one problem with it: her parents think it is too loud!

Review 1:

I bought this microwave as a present for my parents. ....

....

....

Review 2:

....

....

....

2 Read the completed reviews from Exercise 1 and answer the questions.

1 What title could you give Review 1? ....

2 How many stars would you give the microwave? ....

3 What title could you give Review 2? ....

4 How many stars would you give the speaker? ....

Writing

3 Write a review of about 100 words on the best and worst items of technology in your house.

Tip!

Writing a product review of an item you have bought and used can be a great way to share useful information with other shoppers. Think of these points as you write your review:

- Think of good titles.
- Talk about how well it works, the prices, and the delivery.
- Say if you recommend it or not at the end.
- Give the items stars from one to five.

Review

1 Complete the sentences with these words.

~~charge~~ fill in log in password plugged in turned

My older brother Karim is very excited because he has a new phone. First, he needed to [1] charge the battery. To do this, he [2] .... the phone and [3] .... it on. Then he left it for a few hours. Next, he needed to [4] .... some information about himself. The phone asked for a [5] .... Now he can [6] .... and use his phone. It's very nice!



2 Choose the correct words.

Huda: Look at these two wooden boxes. Do you like [1] **either / neither** of them, Lama?

Lama: Yes, I like [2] **either / both** of them, but they are expensive.

Huda: What about these pots? I like the red one and the blue one.

Lama: Sorry, I like [3] **either / neither** the red one [4] **or / nor** the blue one, but the yellow one is nice.

Huda: We should choose something that we [5] **either / both** like. I think we should [6] **either / both** buy the leather bag [7] **or / nor** the carpet.

Lama: OK, let's buy the leather bag. The carpet is a bit big!



3 Read and correct the underlined words in these sentences.

1 Red is <u>most</u> popular colour for our kettles this year. the most

2 I like these TVs, but I think the smart TVs are <u>the better</u>. ....

3 My new phone is much <u>easy</u> to use than my old one. ....

4 The grey carpet is nice, but I prefer the blue, red and orange one because it is <u>most colourful</u>. ....

5 The film was terrible. I think it was the <u>worse</u> film I've ever seen!

....

4 Compare your preparatory school with your primary school.

- Use the comparative and superlative.
- Try to use *either, neither* and *both.*

....

....

....

....

....

....

Unit 3

Lesson 1

My community



Vocabulary

1 Match to make things you can find in a good community.

1 [b] community — a streets
2 [ ] equal — b events
3 [ ] local — c opportunities
4 [ ] safe — d shops and facilities

2 Complete the text with these words and phrases.

community projects elderly facilities pavements ~~sports activities~~

I live in a great community. There are lots of [1] sports activities for young people, such as volleyball and tennis clubs. There are also many local [2] .... for people of all ages, including a great theatre and a history museum. Our roads have wide [3] ...., so it is not a problem for disabled people to travel around. I help at one of the [4] ...., too. We help the [5] .... to learn about the latest technology. My grandmother sends lots of text messages now!

Language

3 Look at the notes and make sentences about what people are doing to improve the town's facilities. Use the present continuous.

- the school: put up new lights in the playground
- the town: build a new sports centre
- volunteers: plant flowers in the park
- the police: stop people from driving too fast
- the museum: show new works of art

1 The school is putting up new lights in the playground.
2 ....
3 ....
4 ....
5 ....

Writing

4 Write a list in your notebook of the leisure and sports facilities in your town. Say which ones you sometimes use.

Vocabulary



1 **Complete the sentences with these words and phrases.**

deliver encourage make a difference ~~neighbourhood~~

1 There are many young people in our neighbourhood, so I have lots of friends who live near me!

2 What time are they going to .... the new washing machine?

3 If you run in the park every week, it will really .... to how healthy you feel.

4 I always .... my friends to play chess with me. It's a great game.

2 **The letters gh are sometimes silent and sometimes pronounced /f/. Listen and complete the table with these words.**

~~cough~~ ~~daughter~~ enough laugh neighbourhood right streetlight

Silent *gh*	**Sounds like /f/**
daughter	cough

Language

3 **Complete the sentences with the correct adjective form (-ed or -ing) of the verb in brackets.**

1 Today's maths lesson was very interesting (interest). I learnt a lot.

2 The children are very .... (excite) because they have a new toy.

3 The walk over the mountains was beautiful, but it was very .... (tire).

4 The tourists were very .... (surprise) to see snow on the Pyramids.

5 This museum is .... (amaze)! There are so many old things here.

Writing

4 **Write the article you planned for in Exercise 7, page 25, about what you can do to help people in your community. Write about 100 words.**

Tip!

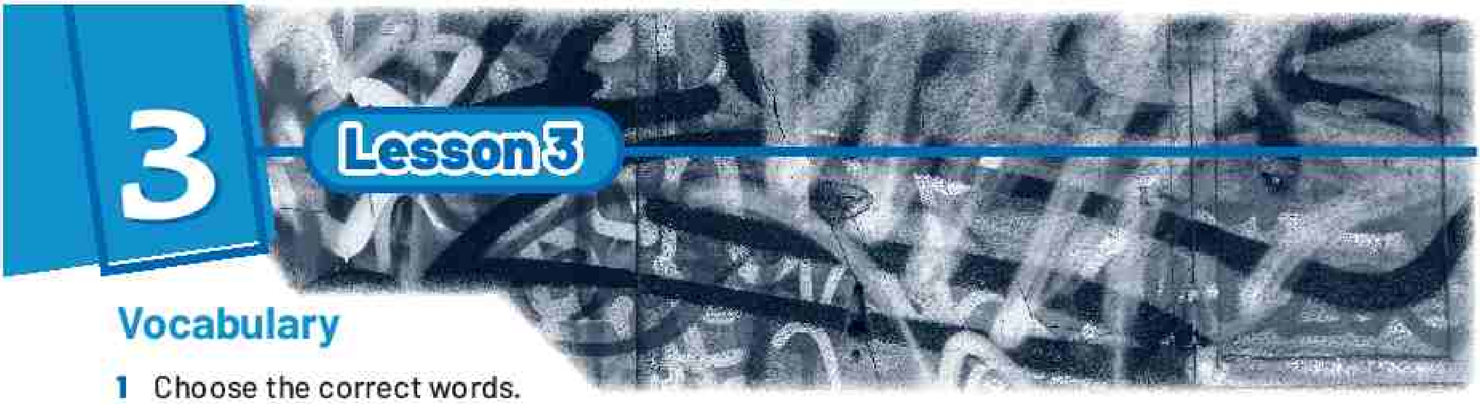
When you write an article for a magazine, website, or a newspaper:

Do some research and collect the needed information.

Write your article in three parts:

- The title: of 4-5 words
- The body: 2 or 3 paragraphs on the information you collected arranged in logical order
- The closing: a paragraph showing your opinion of the topic

Check for grammar and spelling mistakes.



3 Lesson 3

Vocabulary

1 Choose the correct words.

1. We found out about the community project on the social **network / media** service.
2. The teacher will put a message about the new art class on the **note / noticeboard**.
3. My grandfather likes to sit on a **bank / bench** in the park and watch the birds.
4. I volunteered to help clean the **calligraphy / graffiti** off the walls of the museum.
5. I read an interesting **leaf / leaflet** about a new museum.

Tip!
We often add *-ness* to an adjective to make a noun

2 Choose the correct words.

1. Tourists are always pleased by the **kind / kindness** of the Egyptians.
2. It was sunny, so we were surprised by the **dark / darkness** of the forest.
3. Ahmed is not at school today because he is **ill / illness**.
4. I don't like the **sweet / sweetness** of chocolate. I prefer salty food.
5. Tarek's English is very **weak / weakness**, and this **weak / weakness** made him fail his exams.

Language

3 Look at the website. What is going to happen next Saturday? Make sentences with *going to*.

Events for next weekend

- Volunteers needed! Help us to clean up the park, 9 am
- Food market, from 8 am–2 pm, by the river
- Handball competition, starts 2 pm at the sports centre
- Famous architect to talk at the new museum, 4 pm
- The Shakespeare play *King Lear* at the theatre, 6 pm

1. Volunteers are going to clean up the park at 9 am.
2. ....
3. ....
4. ....
5. ....

Writing

4 Write two or three sentences about what you are going to do next weekend.

....

....

Vocabulary

1 Complete the sentences with these words.

greet lodger pay

1 Tarek does not have any money with him, so I will .... for his metro ticket.

2 We have a new .... He's a student from Lebanon who is studying here and his room is next to mine.

3 When we arrived at my grandparents' house, they came outside to .... us.



2 Answer the questions. You can use a dictionary.

1 What is the difference between a **tenant** and a **lodger**? A tenant pays to live in a house. A lodger pays for a room in a house.

2 What is the difference between **to greet** someone and **to meet** someone? ....

3 What is the difference between **pay for** something and **buy** something? ....

Reading

3 Are these sentences from *David Copperfield true* (T) or *false* (F)? Correct the false sentences.

1 David worked in a factory. T

2 Five people already lived in Mr Micawber's house. ....

3 The Micawbers always had a lodger in their house. ....

4 David did not have any money. ....

5 David wanted to give Mrs Micawber some money. ....

6 David sold some of his books to help the Micawbers. ....

Writing

4 Imagine that you are David Copperfield. Write a letter to a friend describing your life at the Micawber's house and at the factory. Remember to use adjectives.

....

....

....

....



3 Lesson 5

Language

1 Choose the correct words.

1. You usually use **formal / informal** language with friends and family.
2. You usually use **formal / informal** language with people you do not know.

2 Complete the three conversations with these expressions. Then write if they are *formal* (F) or *informal* (I).

Good morning	Hi	I'd like you to	~~introduce~~	meet	Pleased	This is	too

A [F]

Mrs Laila: Good morning, class. I'd like to [1] ..introduce.. myself. I'm your new teacher, Mrs Laila.

Class: [2] ...., Mrs Laila.

B [ ]

Father: Heba, [3] .... meet our new neighbour, Mr Baher.

Heba: [4] .... to meet you, Mr Baher.

Father: [5] .... my daughter, Heba.

Mr Baher: Pleased to meet you too, Heba.

C [ ]

Hamdi: [6] .... Basel. Do you know my friend, Imad?

Basel: No, I don't.

Hamdi: Basel, [7] .... Imad. We're in the same football team.

Basel: Nice to meet you, Imad.

Imad: Nice to meet you, [8] ....



3 Listen and check your answers to Exercise 2.

Writing

4 Write a conversation to greet and introduce people.

- Choose one of the situations from the Student's Book, page 29, Exercise 4 and write the conversation you had in your group.
- Remember to use the correct formal or informal expressions.

....

....

....

Reading

1 Complete the online message with these expressions.

but ~~Firstly~~ Furthermore
However To conclude

[1] Firstly, let me say how proud we are of the castle in our town. [2] ...., it now needs some work. People love walking on top of the castle walls, [3] .... some of them are dangerous. Also, some people leave rubbish inside the castle.

At our community meeting, we decided to improve the castle. We are going to get some builders to repair the walls.

[4] ...., children at the school are going to help clean up the rubbish.

[5] ...., we think that the castle is going to look amazing and will become a tourist attraction.

2 Read the message again and answer the questions.

1 What problems are there with the castle?

Some of the walls are dangerous and some people leave rubbish in the castle.

2 What are they planning to do?

....

....

3 What will the castle look like after the repairs?

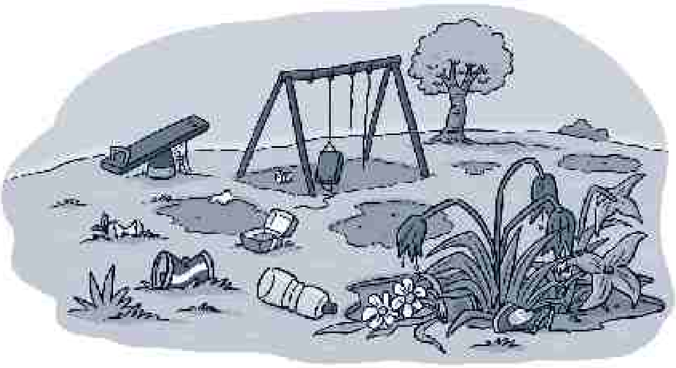
....

4 What will happen in the future?

....

Language

3 You are working on a community project to improve the park in the picture. What are you going to do to help solve each problem that you can see?



1 We are going to clean up the rubbish.

2 ....

3 ....

4 ....

Writing

4 Write an online message of about 100 words in your notebook about the park, like the one in Exercise 1.

- Describe the problems that you have at the moment.
- Say what you are going to do to improve the park.
- Write a conclusion.

Remember to use some of the expressions from the box in Exercise 1.

Tip!

Use words like *But, Firstly, Furthermore, However, To conclude*, etc., to connect sentences, ideas and paragraphs, and to make the text you write more enjoyable.

3 Lesson 7

Review

1 Complete the text with these words.

bench delivered elderly encouraged kindness neighbourhood ~~noticeboard~~ surprised

One day, I saw a message on the [1] noticeboard by the front door to our flats. It said that Mr Maher, who is very [2] ……………………, needed a new [3] ……………………. The one he sits on outside his flat is broken. So I [4] …………………… all my neighbours to help to buy him a new one. Some men [5] …………………… it this morning. Mr Maher was very [6] …………………… when it arrived! Mr Maher was very pleased by our [7] ……………………. Our [8] …………………… is very friendly and we like to help each other.

2 Match to make sentences.

1 [d] Dareen is really enjoying the book
2 [ ] Heba doesn't like long bus journeys
3 [ ] The Egyptian football team beat Brazil 3–0
4 [ ] Kamal swam all along the beach
5 [ ] Heba thought that Injy was ill
6 [ ] Lina likes maths a lot,

a which was a surprising result!
b so she was surprised to see her at school.
c so she thought the talk about numbers was very interesting.
d because it is very exciting.
e because she gets bored.
f which was very tiring.

3 What are the people in the photos going to do? Make sentences.



1 He is going to go windsurfing.
2 ……………………
3 ……………………
4 ……………………

4 Do you agree that equal opportunities for boys and girls are going to be better in the future? Why? Write a paragraph of about 100 words giving your opinion.

……………………
……………………
……………………
……………………
……………………

Review A

1 Complete the text with these words.

at best bored either famous interesting ~~introduce~~ neither next oldest opens



Good morning, everyone. I'd like to [1] introduce myself. I'm Judy and I work for *See the best of Cairo*. Today, you're going to visit two places. They are not the most [2] .... ones, but we think they are the [3] ....! Why? Because they are [4] .... full of tourists nor expensive, but they have some very [5] .... things to see. Firstly, in the morning, we're taking you to the Egyptian Railways Museum. It [6] .... at 9 am. Here you'll find trains but also some other historical forms of transport, including planes. The museum is [7] .... to Cairo train station. Then, [8] .... about 2 pm, we're going to the House of Gamal Al-Din Al-Dahabi. This is one of the [9] .... houses in the city, built in the seventeenth century. It has beautiful windows, doors and even a fountain. We know you won't be [10] .... in [11] .... of these places!

2 Read the text again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Judy is talking to a group of tourists. T

2 She wants to take them to some of Cairo's most famous places.
....

3 Both places are expensive to visit. ....

4 There are only trains in the Egyptian Railways Museum. ....

5 The House of Gamal Al-Din Al-Dahabi is open in the afternoon. ....

6 Judy thinks that the tourists will find both places interesting. ....

3 Complete the sentences with the *-ed* or *-ing* form of these words.

bore disappoint excite ~~interest~~ surprise

1 The students were very interested to learn about the history of their school.

2 The museum has lots to see, so you'll never feel .... there.

3 I was so .... by the birthday party my friends planned for me secretly.

4 The tourists couldn't go to the island because the weather was bad.
They were all very ....

5 Tarek was very .... when he got on the plane. He couldn't wait to get to Italy.

Review A

4 Look at the information and complete the sentences with *either*, *neither* or *both*.

	online or from shop?	delivery?	special offer?
speakers	from shop	-	no
kettle	from shop	-	two for the price of one
microwave	online	1 week	no
smart TV	online	1 week	free speakers or 25% off

1 You can buy neither the speakers nor the kettle online.
2 You can buy .... the microwave and the smart TV online.
3 Delivery for .... the microwave and the smart TV is one week.
4 .... the speakers nor the microwave has a special offer.
5 .... the kettle and the smart TV have a special offer.
6 The special offer for the smart TV is .... free speakers or 25% off.

5 Choose the correct words to complete the dialogue.



Man: Good afternoon, I'd like to [1] **make / take** a complaint.
Assistant: What's the [2] **answer / problem**?
Man: I ordered something from your website but it hasn't arrived.
Assistant: I'm very [3] **sad / sorry** about that. What did you order?
Man: A black kettle.
Assistant: A black kettle? Why [4] **can't / don't** you come to our shop? We have one here. You don't have to pay anything more.
Man: Thank you. Where is your shop?
Assistant: It's next to the museum. From the station, turn right and walk [5] **past / passed** the clothes shop. We are on the left.
Man: What time do you open?
Assistant: We [6] **open / are opening** from 8 am to 4 pm every day except Friday.

6 Listen and check your answers to Exercise 5, then role-play the dialogue.

7 Write directions from your school to one of the following places.

- your home
- a shop or market
- a friend's house
- the bus stop



....

....

....

....

....

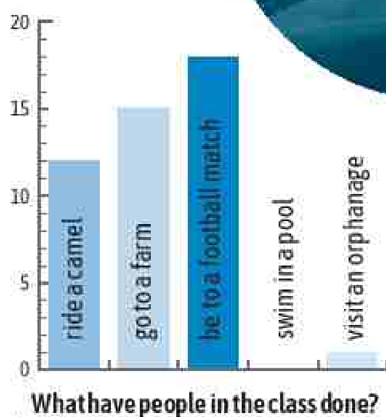
Have you ever travelled by plane?



Language

1 Look at the chart. Make sentences using the present perfect.

1 Twelve people have ridden a camel.
2 ....
3 ....
4 ....
5 ....



2 Choose the correct word.

1 Have you ever **make / made / making / makes** cake?
2 I have **ever / never / yet / already** played a musical instrument.
3 Have you **ever / never / yet / usually** slept in a tent?
4 Has he finished on time? Yes, he **is / does / has / hasn't**.
5 Have you ever **been / gone / being / been to** Aswan in winter?

3 Complete the sentences using the correct form of the verbs in the box.

do	drink	make	~~win~~	write

1 I have never won a competition at school.
2 I have .... two cups of coffee.
3 Have you .... the housework alone?
4 Have they .... the food for the wedding party?
5 Who has .... this list of new students?



4 Find and correct the mistakes.

1 Have you ever ~~being~~ to London on business. been
2 Does he ever forgotten your birthday party? ....
3 Have you ever make a kite? ....
4 I have ever travelled by plane; I don't like travelling by air. ....
5 Has they arrived on time? ....

4 Lesson 2



Listening

1 Complete these sentences from the conversation between Talia and her grandmother. Then listen and check.

1. How long have you lived in this house?
2. I've lived here .... I got married to your grandfather.
3. We've been married .... fifty years!
4. We .... each other since we were ten years old.
5. I've lived in the same house .... I was born.
6. Your mum and dad .... in that house since 2008.



Language

2 Read and underline the mistakes in these sentences. Correct the mistakes.

1. How long have you knew your best friend? known
2. My sister has been good at tennis when she was ten. ....
3. We've waited for the bus since two hours. ....
4. How long have Laila and Hassan be married? ....
5. Tarek has play handball for ten years. ....

3 Circle the correct words.

Judy: Dad, how long [1] **did you work / have you worked** at the bank?

Dad: I've worked there [2] **for / since** we moved to Cairo.

Judy: How long [3] **have you / you have** lived in Cairo?

Dad: We've been in Cairo [4] **for / since** you were born, but we lived in a different flat then.

Judy: How long have you lived in this flat?

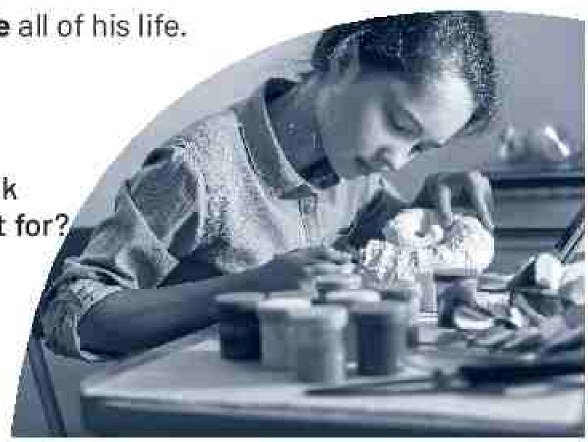
Dad: Well, we've lived here [5] **for / since** ten years.

Judy: So my brother Imad [6] **has always lived / always lived** here?

Dad: Yes, he's nine now, so he's lived here [7] **for / since** all of his life.

Writing

4 Write a paragraph of about 100 words in your notebook about your favourite hobby. How long have you done it for?



Language

go join ~~learn~~ move

1 Complete the sentences with the present perfect form of these verbs.

1 My sister has learnt two new languages since she left school.
2 I love chess, so I .... a chess club in my village.
3 Nahla is not here this week because she .... to France for a holiday.
4 We .... never .... to a new house. We've always lived in the same place.

2 Match to make sentences.

1 [b] Have you ever
2 [ ] Has Dalia been
3 [ ] Adam has never
4 [ ] We visited the
5 [ ] My parents got

a married in 2001.
b visited Athens?
c deaf all of her life?
d library in Alexandria.
e eaten Chinese food.



Listening

3 Listen to three people talking about their experiences. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Ashraf has always lived in Cairo. T
2 Ashraf has visited a village every year for many years. ....
3 Magda visited England last week. ....
4 Her cousins showed her some buildings in London on their phone. ....
5 Nawal was an English teacher, but she's not now. ....
6 She teaches children and older people. ....

Reading

4 Circle the correct words.

Osama [1] **always loved** / **has always loved** fish and other sea animals. He [2] **started** / **has started** to like them when he visited an aquarium for the first time in 2015. His family [3] **took** / **have taken** him to the aquarium every summer since then. Last year, the people at the aquarium [4] **asked** / **have asked** him to help them give food to the fish. He loves doing that! He [5] **helped** / **has helped** at the aquarium in the school holidays for a year now. He [6] **gave** / **has given** food to most of the small fish, but he [7] **didn't help** / **hasn't helped** with the sharks. They are too dangerous!



4 Lesson 4



Vocabulary

1 Match the words with their meanings.

1 [c] awake — a feel strongly about someone or something
2 [ ] canoe — b walk or drive behind someone
3 [ ] care about — c not sleeping
4 [ ] dream — d pieces of wood that are put together so they can float on water
5 [ ] follow — e a long, narrow boat for one or two people
6 [ ] raft — f pictures and sounds that you think are happening when you are sleeping

2 Complete the sentences with a word or words from Exercise 1.

1 When we were on holiday, we went down a river in a canoe . It was great fun!
2 The hotel room was very noisy, so I was .... all night!
3 The children used old pieces of wood to make a ...., which they took to the river.
4 Like many young people, Azza and her brothers really .... the environment.
5 Mazin's father does not know the way to the beach, so his car can .... our car.
6 Last night, I had a strange .... I thought I was flying!

Reading

3 Answer the questions about about *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.



1 Why did Aunt Polly feel happy when Tom returned?
Because she thought he was lost or badly hurt.
2 Why was Aunt Polly not happy with Tom? ....
3 What did Aunt Polly want Tom to remember? ....
4 Why did Huckleberry leave the raft in a canoe? ....
5 Why could Huckleberry see the raft in the morning? ....
6 What did Huckleberry decide to do at the end? ....

Writing

4 Write about a time when you said sorry to someone. Say what happened and why it was important to say sorry.

....
....

Reading

1 Complete the story with these time expressions.

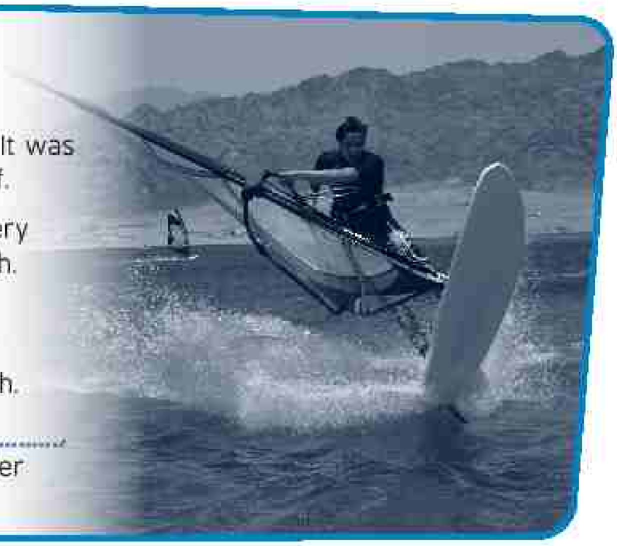
After that | months ago | Now | that time | the afternoon | ~~two years~~

Karim has enjoyed windsurfing for about [1] two years. He usually goes with his older brother. A few [2] ………… he decided to windsurf alone. He did not tell his brother this. It was windy, but that is good if you want to windsurf.

In [3] …………, the wind suddenly became very strong. The wind took Karim far from the beach. He was very scared.

Some people in a boat came to help Karim. [4] …………, they took him back to the beach.

Karim has not windsurfed alone since [5] …………. [6] ………… he always windsurfs with an older person. He has learnt an important lesson!



2 Read the story again and answer the questions.

1 Who does Karim usually windsurf with? his older brother
2 What did he decide to do? …………
3 Why was Karim scared? …………
4 Who helped Karim? …………
5 What lesson has Karim learnt? …………



Listening

3 Listen and check your answers to Exercises 1 and 2.

Writing

4 Write your story from the Student's Book page 41, Exercise 5.

- Use the notes that you wrote in the Student's Book.
- Use some of the time expressions from Exercise 1.

…………
…………
…………

Tip!

A good story has a beginning, middle and an end.

- Write important information about the place and time of the story at the beginning.
- Write about the problem of the story or turning point at the middle.
- Show how the problem is solved and the lesson you learnt at the end.

4 **Lesson 6**



Reading

1 Put the events in Judy's life in the correct order.

a [ ] After my thirteenth birthday, I went to England and visited my cousins who still live there.

b [ ] When I started preparatory school, nobody knew that I was English!

c [ ] Last year, they came to visit me in Egypt. They love it here!

d [1] I was born in Manchester in England.

e [ ] When I was a baby, my parents moved to Egypt.

f [ ] Before I started school, I learnt to speak Arabic.

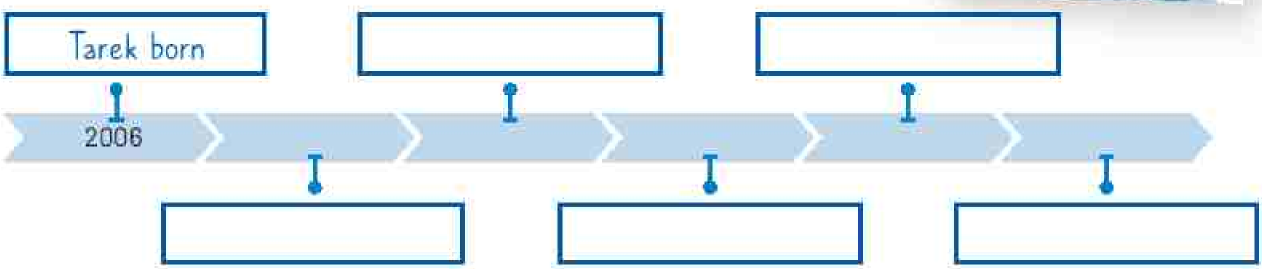
Listening



2 Listen to Tarek. What did he do in 2020?

....

3 Listen again and complete the timeline with the events in Tarek's life.



Writing



4 Use the events in this timeline to write a biography of Fatma.



Fatma was born in 2008.

....

....

....

Review

1 Complete the sentences with these words.

~~achieved~~	discover	joined	results	volunteered

1 My grandfather has achieved many things in his life. I am very proud of him.
2 Scientists often .... new and exciting things about space.
3 We have the .... of our tests, and we all did well!
4 Hatem .... to help the elderly in the nearby charity home.
5 Eman and Marwa have .... a music club. They want to learn to play the piano.

2 Look at Ramy's photographs. What has he done in his life?

1 He has climbed a mountain.
2 ....
3 ....
4 ....









3 What have you done? What haven't you done? Put a tick ✓ or cross ✗.

1 ☐ be to Alexandria 2 ☐ ride a horse
3 ☐ swim in the sea 4 ☐ travel by plane

4 Now write sentences about the events in Exercise 3.

1 I haven't been to Alexandria. 2 ....
3 .... 4 ....

5 Complete the sentences with *for* or *since*.

1 The teacher has been in the school since 7 am.
2 My cousins have lived in Cairo .... six months.
3 Basel has known his best friends .... he was four.
4 Fareeda and Dareen have played the piano .... six years.



6 Write a paragraph of about 100 words about holidays.

- Where have you been on holiday?
- What have you done on your holidays?

....

....

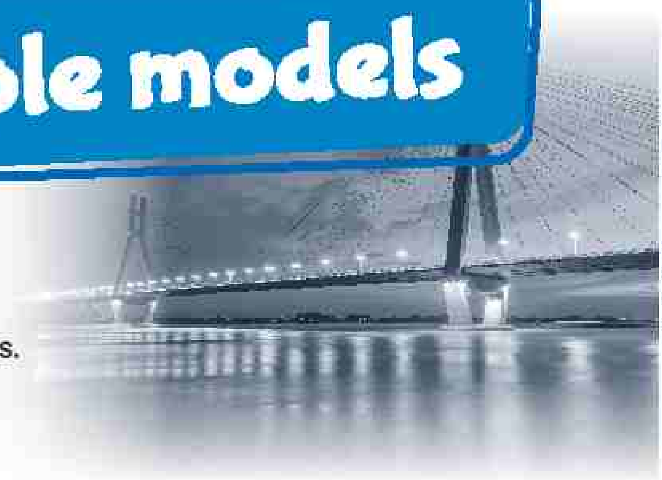
- Which was your favourite holiday? Why?

....

Unit 5

Lesson 1

Young role models



Language

1 **Complete the sentences with the past simple or the present perfect form of the verbs in brackets.**

1. I don't get paid for my work, but I like to help people. Last week, I helped (help) to take some disabled children to a park.
2. In my job, we try to change the way people do things. This year, we .... (ask) shops to use less plastic, because it is bad for the environment.
3. Since I started my job, I .... (work) with hundreds of computers!
4. Last year, I .... (travel) to meetings around the world.
5. I love numbers. I .... (use) a lot of very big numbers to work things out in my job!
6. I design bridges. Last year, we .... (build) a very long bridge in China.

Vocabulary

2 **Now match sentences 1–6 from Exercise 1 with these jobs.**

a ☐	business person	**b** ☐	campaigner
c ☐	computer programmer	**d** ☐	engineer
e ☐	mathematician	**f** /1	volunteer

3 **We often add *–ian* or *–ist* to make the names of jobs. Complete the sentences with the correct jobs.**

1. Someone who works with maths is a mathematician.
2. Someone who works with science is a ....
3. Someone who is good at art is an ....
4. Someone who is good at music is a ....



Writing

4 **Imagine that you do one of the jobs from the lesson. Write sentences in your notebook saying what you have done in your job, or what you did on a recent day.**

Vocabulary

1 **Complete the sentences with these words.**

award challenge enter goal ~~speech~~ equipment



1 The students took turns to give a speech. Mine was about playing chess!

2 The nurse won a special .... for helping so many people in the health emergency.

3 Schools should have .... for disabled people.

4 It was a real .... to climb that mountain, but we succeeded!

5 Ahmed loves crosswords and has decided to .... a crossword competition.

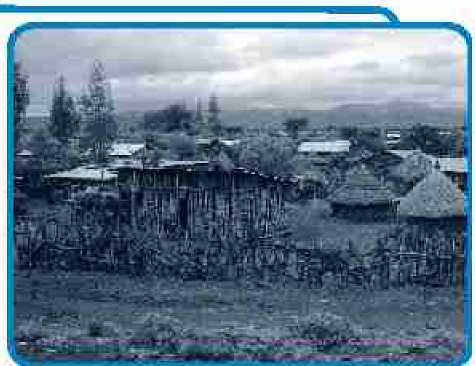
6 Nahla's .... is to pass all her exams with top marks!

Reading

2 **Read and complete the text with these words.**

achieve blind campaigner ~~challenge~~ challenge joined

Binita who is from a village in India, was five years old when she became blind. This was a big [1] challenge for her. She went to a school for blind children until she was eleven, when she [2] .... a different school with children who weren't blind. At school, Binita found that the children quickly learnt about her problems. They now know that just because she is [3] .... does not mean she cannot do 99% of the things that they can do! Now she is a [4] .... for other people who are disabled. Her next [5] .... is to help everyone understand that being disabled does not mean you cannot [6] .... your goals.



3 **Read the text again and answer the questions.**

1 When did Binita become blind? When she was five.

2 What did she do until she was eleven? ....

3 What did children at her school learn about her? ....

4 What job does Binita do now? ....

5 What is her next challenge? ....

Writing

4 **Write a paragraph of about 100 words in your notebook about how we can all help disabled people to achieve their goals in life.**

- What challenges can disabled people face at school or at work?
- How do disabled people achieve their goals?
- How can we help them?

Remember!

Remember to follow this structure when you write your paragraph:

The topic sentence: a sentence which tells what the paragraph is about.

Details: at least three details about the topic.

Concluding sentence: a sentence which summarises what was covered in the paragraph or restates the topic sentence.

5 Lesson 3



Vocabulary

1 We often use the short form of words. What are the short forms of these words?

1 application app **2** mathematics .... **3** television ....
4 photographs .... **5** aeroplane ....

2 Read and match the words with their meanings.

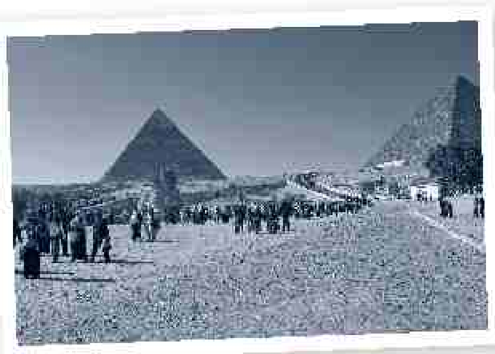
1 [b] app
2 [ ] competition
3 [ ] create
4 [ ] creative

a to make something new
b software you can use on your computer or phone
c good at thinking of new ideas or ways to do something
d an event in which people try to be the best at something

Language

3 Look at the timetable for some tourists in Egypt. It is the evening of Sunday 6th.
What have they already done? What haven't they done yet?

Friday 4th	See Cairo by night
Saturday 5th	Have a tour of Cairo's museums
Sunday 6th	Visit the Pyramids
Monday 7th	Take a boat on the Nile
Tuesday 8th	Go shopping at Khan el-Khalili
Wednesday 9th	Take bus to airport



1 They have already seen Cairo by night. **2** ....
3 .... **4** ....
5 .... **6** ....

Writing

4 What have you already done today? What haven't you done yet? Write sentences using these words.

1 come to school I have already come to school.
2 talk to my friends ....
3 have lunch ....
4 do your homework ....
5 go home ....

Vocabulary



1 Choose the correct words.

1 There were more than 11,000 **competitors / staff** at the Rio Olympics, but only a few of them won medals!

2 Tarek was an **organiser / spectator** of the concert. He asked important musicians to play at it.

3 Our school has a chess **pandemic / tournament** every year. A lot of people want to enter.

4 There are only eight teams left, so this is the **finals / quarter-finals**.

5 The tall player is **incredible / impossible**. He wins all his matches easily.

6 I would like to thank all of the **spectators / staff** for working so hard in the hotel today.

7 There were nearly 80,000 **viewers / spectators** in the stadium, and they all enjoyed the sports.

2 Match the words that have a similar meaning, then find their opposites and circle them.

1 big	no one	terrible
2 champions	really good	everyone
3 clean	large	make dirty
4 incredible	winners	small
5 nobody	wash	losers

Reading

3 Look at the words in bold in the text. Replace each one with a word from the box that has a similar meaning.

~~an incredible~~ champions competitors spectators tournament

Egypt has already won the Africa Cup of Nations seven times. That is [1] **a fantastic** an incredible achievement! In 2023, the [2] **contest** .... will be in the Ivory Coast, who have already been [3] **winners** .... twice before. The [4] **players** .... will be from 23 other countries and the games will be in six different stadiums. The biggest stadium, in Abidjan, holds 60,000 [5] **people** .... The organisers are sure that it will be a great success.



Writing

4 Write a paragraph in your notebook about the tournament or competition you discussed in the Student's Book page 50, Exercise 5.

5

Lesson 5

Language

1 Read and match.

1	e I've repaired the chair that was broken.	a	I'm really happy for her.
2	The football team won 2–0!	b	I knew she would do well. She worked really hard.
3	Hamdi got 100% in his English exam!	c	They did really well.
4	My cousin Lara is getting married!	d	What an amazing achievement.
5	Hala has a place at a top university.	e	Great job. Well done!

Listening and speaking



2 Put the dialogue in the correct order.

a ☐ Mother: I'm really happy for you! I'll come and watch!

b ☐ Mother: Well done! Was that a competition at your school?

c ☐ Nader: Thanks. I'll get the award next week.

d ☐ Nader: No, it was a short story competition for everyone.

e ☐ Mother: I knew you would do well. You worked really hard.

f 1 Mother: You look happy, Nader.

g ☐ Nader: Yes, I came second in the class, so I worked harder this year!

h ☐ Mother: For everyone? What an amazing achievement. Didn't you win the school competition last year?

i ☐ Nader: I am! I've won a short story competition!

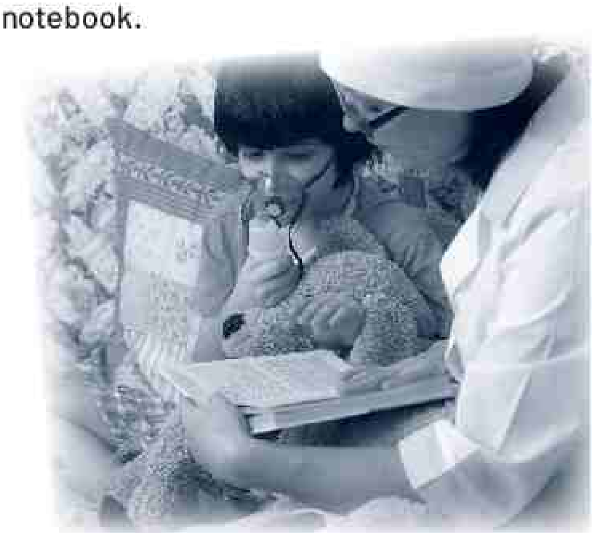
3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 Read the email from your friend. Write a reply in your notebook.

New message

Hi!
I've got some good news. I've won an award! As you know, my family help every week at a hospital for children. We play games with the children and read them stories. The nurses at the hospital decided to give my family an award for our work. We're getting it next week! Can you come and watch us get it?



Language

1 Complete the biography with these time expressions.

After ~~As a child~~ In Later Now then When she was

Fatma Ali El-Banna was born in Alexandria in 2003. [1] As a child she loved learning about science and wanted to be a great scientist. [2] .... she finished Preparatory School, she started at the Science, Technology, Engineering and Maths School (STEM) in Alexandria. She [3] .... learnt more and more about science as well as how to look after the environment and Egypt's culture. [4] .... at school, she came first in Egypt in the NASA International Space Apps Challenge, a problem-solving competition for scientists around the world.

[5] ...., she worked on a school project. She found a natural way for villages to clean dirty water and to recycle used water. The recycled water is used to help plants to grow, and the project can also help to stop water pollution. She sent her project to the Society for Science in the USA. [6] .... 2021, her project won fourth place in another international competition for science and engineering. [7] ...., Fatma wants to do more things to help science.



2 Read the biography again and complete the fact file.

Fact file

Name: Fatma Ali El-Banna

Born in: ....

When a child: ....

When older: ....

A big achievement: ....

Later achievements: ....

....

3 Research information about another famous person and complete the fact file.

Fact file

Name: ....

Born in: ....

When a child: ....

When older: ....

A big achievement: ....

Later achievements: ....

....

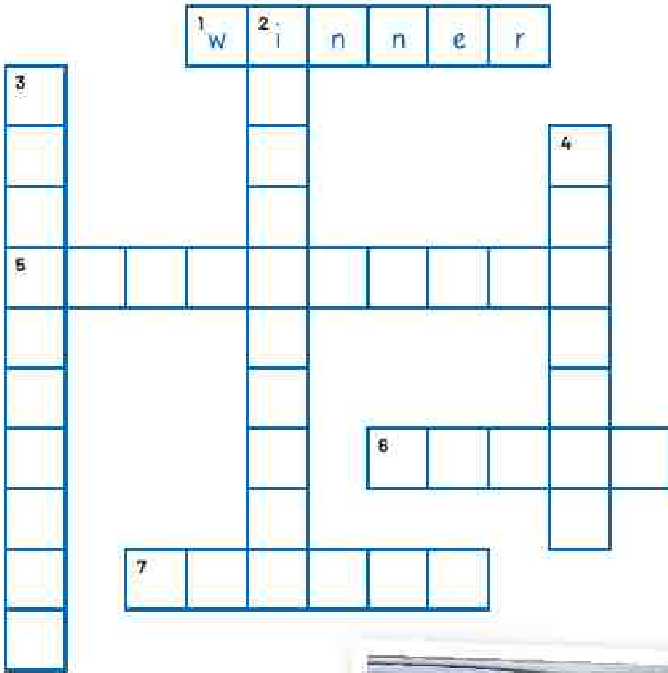
Writing

4 Use the information in the fact file from Exercise 3 to write a biography of this person.

Tip!

A biography is the story of a person's life, and is written by someone else.

5 Lesson 7



Review

1 Complete the crossword.

Across ➡

1 Another word for *champion*.

5 A player in a tournament.

6 A prize for an event or competition.

7 Make something new.

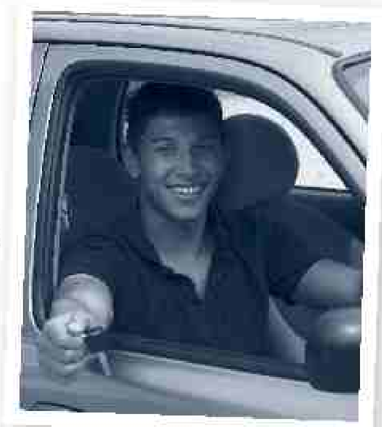
Down ⬇

2 Another word for *fantastic*.

3 The people who watch sport at a stadium.

4 The group of people who work somewhere.

2 Choose the correct words.



1 Yunis has passed his driving test! He did really **good / well**.

2 Randa's aunt has had a baby! We're really happy **for / with** her.

3 Soha has got into Cairo University! I knew she **will / would** do well. She worked really **hard / lots**.

4 The handball team have won the championship! What an amazing **achievement / biography**.

5 'Look! I've finished my painting!' 'Great **job / paint**. Well **done / played!**'

3 Complete the sentences with *already* or *yet*, then match the jobs to the descriptions.

campaigner ~~engineer~~ mathematician sports champion volunteer

1 We've already designed the bridge, but we haven't finished it yet. engineer

2 Hassan has .... talked to three schools about pollution, but he hasn't given his speech to businesses ....

3 I've .... looked at a lot of numbers, but I haven't worked out what they mean .... ! ....

4 Maha hasn't helped at the hospital .... , but she has .... helped a lot of elderly people. ....

5 I've .... won many tournaments in my country, but I haven't been to the Olympics ....

4 Choose three more jobs. Say what the job is and write sentences in your notebook about what the person has or hasn't done.

What's wrong?



Vocabulary

1 Read and match the words with their meanings.

1 [d] achievement
2 [ ] appearance
3 [ ] billion
4 [ ] social life
5 [ ] support

a the time you spend enjoying yourself with other people
b help and encourage someone
c the way that someone or something looks
d something important that you have done
e a thousand million

Reading

2 Read and match the situations 1–5 with what the teenagers worry about a–e.

a achievements **b** appearance **c** cyberbullying **d** skills and abilities **e** social life

1 [b] I had a haircut last week and I think it is terrible! I'm embarrassed to go out and see my friends!

2 [ ] All the students in my class go out all the time and visit each other's houses. I live a long way from the school, so I never go out or see any friends after school.

3 [ ] Somebody has sent a few of the boys in my class unkind messages on social media. I'm worried that I will start receiving them, too.

4 [ ] I've tried to join an art club, a language club and a music club, but every time I go, I can't do what they suggest. I'm just not good at these things!

5 [ ] My sister is 18 and she has won lots of competitions and done really well in her exams. I don't think I will ever be as good as her!

Writing

3 Look at the situations in Exercise 2 again. Can technology or social media help any of the people with their problems? Choose one or two people and write sentences about how these could help.

....

....

....



6 Lesson 2



Vocabulary

1 Answer the questions.

1. If you have **similar interests** with someone, do you like or dislike the same things?
   You like the same things.
2. If you feel **lonely**, are you sad because people have said bad things about you, or because you feel you have no friends with you? ....
3. Is a **secret** something that you don't want other people to know, or something you want to tell everyone? ....
4. If you show **understanding**, are you being clever, or showing that you understand a person's situation? ....

Language

2 Choose the correct answer.

1. I'll tell you a secret, but you .... tell anyone!
   a mustn't (circled) **b** don't have to **c** might not
2. You .... say unkind things to people on social media.
   a don't have to **b** shouldn't **c** might not
3. Tarek is worried because he .... do badly in his exams.
   a must **b** has to **c** might
4. My father .... go to work at 6 am tomorrow, for a meeting.
   a might **b** has to **c** should
5. You .... know the password before you can use that computer.
   a might **b** should **c** must
6. I .... get up early tomorrow, because it is a holiday!
   a don't have to **b** shouldn't **c** mustn't



Writing

3 Answer the questions.

1. What must or mustn't you do when you use a library?
   You must read quietly.
2. What should or shouldn't you do when you go to a swimming pool?
   ....
3. What do you have to do at home to help your parents? What do you not have to do?
   ....

Vocabulary

1 Complete the sentences with these words.

cyberbully	~~includes~~	jokes	negative

1 Although Reem's brother is only five, Reem always includes him in her games.

2 The review of the book has nothing .... to say about it. It sounds great!

3 You must tell your parents or the teacher if someone tries to .... you online.

4 My grandmother always .... and makes us laugh when we visit her.

Language

2 Circle the correct words.



1 Our class **(had to)** / **could** do a test this morning.

2 We **weren't able to / didn't have to** walk to the museum, because there was a bus.

3 Fatma **didn't have to / was not able to** walk to school because she hurt her leg.

4 Tarek **had to / was able to** go to the dentist because his teeth hurt.

5 In the mountains, we **could / were able** see an amazing waterfall.

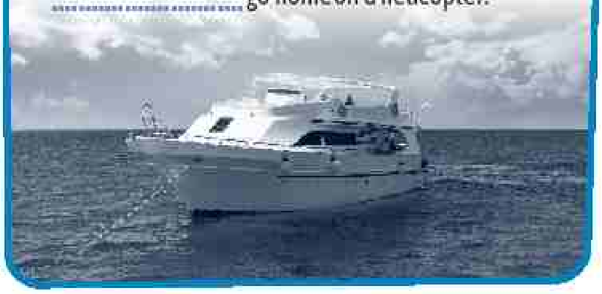
6 It was very windy, so planes **were not able / could not** to leave the airport.

Reading

3 Complete the story with these words. You can use them more than once.

could	couldn't	didn't have to
~~had to~~	was able to	wasn't able to

Last week, my uncle took me out on his boat. I [1] had to wear a special life jacket and he said I [2] .... walk carefully around the boat, but I [3] .... run. We travelled a long way, and after two hours, I [4] .... see the beach, only the sea. Then the engine stopped! We tried to start it, but we [5] .... I [6] .... swim well, but I knew that I [7] .... swim to the beach. So my uncle [8] .... telephone for help! They said they [9] .... send a helicopter to help us. However, suddenly the engine started again! So we [10] .... go home on a helicopter.



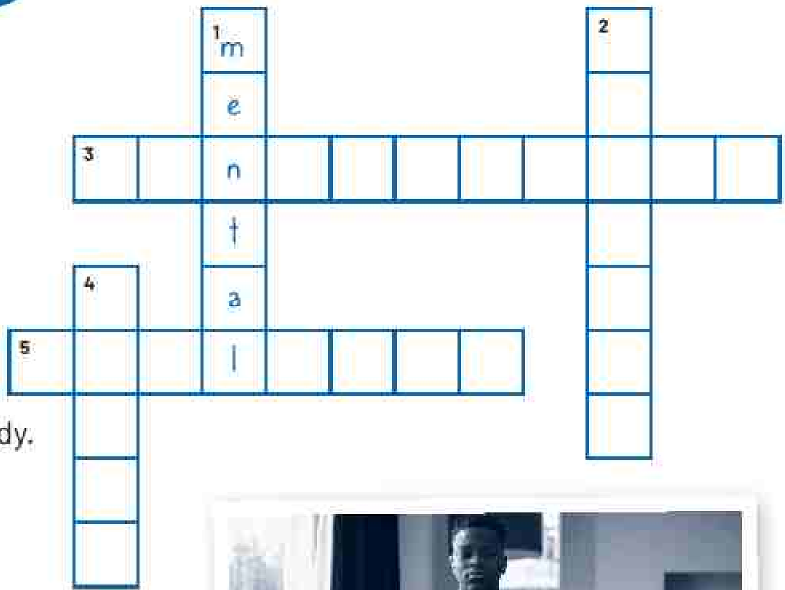
Writing

4 Write a paragraph of about 100 words about what you were or were not able to do, what you had to do and what you didn't have to do at primary school. How was it different to your school now?

At primary school, I was able to walk to school ...

....

6 Lesson 4



Vocabulary

1 Complete the crossword.

Down ↓

1 Your .... health shows the health of your mind, or how happy you are.

2 Take air in and out of your body.

4 Become comfortable and less worried.

Across →

3 Being able to think calmly about your feelings and what is around you at the moment.

5 What you feel, such as happy, upset, etc.



Reading

2 Complete the sentences with these words.

angry   anxious   badly   breathing   ~~feelings~~   singing

Ashraf: ☐ I understand my [1] *feelings* better now. For example, when I feel [2] ...., I play a sport. I usually find I play better!

Lamar: ☐ It's a nice, sunny day in spring. My friends want me to play a game with them, but I'm feeling [3] .... We had a test last week and I did [4] .... We have another test next week and I don't think it will be easier.

Mariam: ☐ It's morning. I can hear the wind in the trees and the birds [5] .... I am [6] .... slowly and carefully.



3 Read the sentences again. Tick the people who are practising mindfulness.

Writing

4 Write a paragraph of about 100 words about ways to relax. Which is the best way for you?

Remember!

Remember to review your paragraph for correct grammar, punctuation and spelling.

Vocabulary

1 Complete the sentences with these words.

clear interrupt ~~meet up with~~

1 I decided to meet up with my cousins next Friday. We're going to the park.

2 Young children are not good listeners because they often ....!

3 It's .... to me that Ahmed is very good at running. He is so fast!

Language

2 Choose the correct words.



Mazin: I had a terrible day at school.

Mother: [1] **Tell / Say** me about it. What happened?

Mazin: It was my English class. You see ...

Mother: Go [2] **off / on**. It might help to talk about it, you know.

Mazin: We had a test and I was last in the class!

Mother: That [3] **can / must** make you feel very sad.

Mazin: It was so difficult.

Mother: Can you give me an example of what you [4] **mean / want**?

Mazin: Well, I didn't understand what they wanted me to write.

Mother: It's [5] **clear / serious** you are unhappy about it. Why don't we talk to the teacher?

Listening

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 Complete the conversation with the correct phrases to show you are a good listener.

Friend: I've got a problem.

You: [1] Tell me about it.

Friend: I know that my parents are going to be very angry with me.

You: [2] ....

Friend: They gave me a new phone, but I broke it! I break so many things!

You: [3] ....

Friend: Yes, I broke my father's tablet last month! He was very understanding.

You: [4] ....

6

Lesson 6

Reading

1 Dalia's friend Riham has written an email to her friends with suggestions about how to help Dalia. Put her email in the correct order.

2 Write the expressions that helped you to order the email.

1 I will start by saying ....
2 ....
3 ....
4 ....

3 Read about Taha. Why does he feel lonely and worried?

New message

Hi friends,

a [ ] So, first of all, it would be a good idea to talk to Dalia. She must tell us her feelings. Then we will know how best to support her.

b [ ] Finally, I think we should tell her that we are proud to have her as a friend. We should help her with her school work and also take her out so she can relax after school. This will make her feel better. Do you all agree? Email and let me know.

c [1] I want to write about Dalia. I will start by saying we must do something. If we do nothing, Dalia will continue to feel lonely and upset. This will not help her.

d [ ] Secondly, why don't we talk to her teacher? I think it will be difficult to talk to her parents, but the teacher can tell them that Dalia is worried about her brother. I think this might help.

Best wishes, Riham

Taha's friends all live near to their school. When they have finished their homework, the friends all meet up to play in the park. Sometimes, they help each other with their school work, too.

Taha lives a long way from the school. It takes an hour for him to get home to his small village. He does not have a father and he is worried because his mother is ill. So when he gets home, he has to look after his younger brothers and sisters. He does not have much time to do his school work.



Writing

4 Imagine you are one of Taha's friends. Write an email to his other friends and make suggestions about how you can help Taha. Think about the following.

- Who could you talk to to help him?
- What could you do to help him?
- Could you use social media or technology to help him?
- Remember to use some of the expressions from Exercise 2 in your email.

....
....
....
....

Review

1 Match to make collocations.



1	c	cope with	a someone when they are talking
2		feel	b a selfie
3		interrupt	c a problem
4		take	d technology
5		use	e anxious

2 Complete the sentences with these words.

anxious ~~Cyberbullying~~ embarrassed joking upset

1 Cyberbullying is not something we want to see or hear about at our school.

2 When he ran outside, Munir felt .... because he was the only player to wear a blue shirt. The other players were all in red!

3 Nagwa was .... when she heard that her grandfather was in hospital.

4 Shady makes us laugh. He is always ....!

5 Heba feels .... because she has an important exam tomorrow.

3 Complete the text with the correct form of the verbs in brackets.



Ola always worried about being ill. Then, a few months ago, she [1] had to (have to) go to hospital after she broke her leg. She [2] .... (be able to) go home the next day but she [3] .... (not be able to) walk for many weeks. She [4] .... (can) go to school, but of course she [5] .... (cannot) do any sports until her leg was better. Her mother told her that she [6] .... (not have to) do any housework, either. Her leg is better now, and yesterday she [7] .... (be able to) play tennis with me. That was good, but the best thing is that she is not worried about being ill any more, because she knows she will get better!

4 Write a paragraph of about 100 words in your notebook about teenage problems. Think about the following.

- What do you think most teenagers worry about?
- Why do they worry about these things?
- What can they do to cope with their problems?



Review B

1 Complete the table with these words.

~~campaigner~~ competitors creative incredible mathematician quarter-finals space scientist spectators

jobs	*sports tournaments*	*adjectives*
campaigner		

2 Complete the sentences with the present perfect form of the verbs in brackets and *already* or *yet*.



1 Youssef is very hungry because he has not eaten lunch yet (not eat lunch).

2 Sawsan doesn't want to watch that film because she .... (see it).

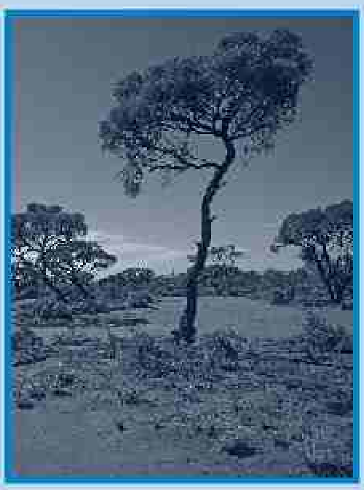
3 We can't get the 2 o'clock bus because it .... (leave).

4 We can get the 2.10 bus because it .... (not leave).

5 That new toy is terrible! It .... (break)!

6 I don't know what happens at the end of the story because I .... (finish it).

3 Read the newspaper article. Choose the correct words.



Police in Australia [1] **found / have found** a man who was lost in the desert for 18 days. Robert Webber, who is 58, [2] **drove / has driven** from his hotel in the morning of January 2nd. He [3] **is / was** not able to move his car after he went down a small farm road. He tried to walk back to his hotel, but he [4] **couldn't / wasn't able** remember the way. For many days, Robert [5] **had to / must** drink water from rivers and eat what food he could find. Nearly three weeks later, a man [6] **found / has found** Robert sitting under a tree. He was tired but well.

'Robert has [7] **already / yet** drunk lots of water and feels better now, but he hasn't slept much [8] **already / yet**,' said a police officer. 'Remember that you [9] **had to / must** tell people when you drive somewhere in the desert,' he said. 'You [10] **don't have to / shouldn't** drive along small roads either. They are not always safe.'

4 Listen and match the conversations 1–3 with the places a–d (there is one place you don't need).



- **a** [ ] at an airport
- **b** [ ] by a road
- **c** [ ] at a sports tournament
- **d** [ ] at a train station

5 Listen again and complete the sentences.

1. How long has Ziad been by the road? He has been there for 20 minutes.
2. Why do they decide to walk? ....
3. Why is Nawal tired? ....
4. How long has Nawal flown for today? ....
5. Why hasn't Hesham got a medal yet? ....
6. Where does Hesham think he comes in the tournament? ....

6 Match to make questions.



1 [e]	Have you ever slept	**a**	someone from another country?
2 [ ]	Have you ever won	**b**	a dark cave?
3 [ ]	Have you ever known	**c**	an amazing dream?
4 [ ]	Have you ever gone in	**d**	a sports tournament?
5 [ ]	Have you ever had	**e**	at a friend's house?

7 Now answer the questions in Exercise 6. If you answer *Yes, I have*, say when you did it.

1. ....
2. ....
3. ....
4. ....
5. ....

8 Write a biography of about 100 words on a person you like. Write about his/her early life and achievements.

....
....
....
....

End of Term Practice

1 🎧 **Listen and choose the correct answer from a, b, c or d.**

1 What is the speaker going to do today?

- **a** take people to a nature reserve
- **b** give directions to an information centre
- **c** explain some facts about animals and birds
- **d** find some water for the visitors

2 How do they get to the information centre?

- **a** turn left and go past an old building
- **b** turn left and go right at an old building
- **c** turn right and go past an old building
- **d** turn right onto a big road

3 What haven't they seen at the nature reserve this year?

- **a** any birds
- **b** smaller birds
- **c** larger birds
- **d** any water

4 What must people take with them?

- **a** food
- **b** enough water
- **c** phones
- **d** sun hats

2 **Complete the following dialogue.**

Ziad and Adam are talking about their plans for the weekend.

Ziad: Hi, Adam. This is my older cousin, Hany.
Adam: 1 ...., Hany. What are you doing next weekend?
Ziad: We're going to the park. 2 ....?
Adam: I'm not sure about that. There are some boys in the park and ...
Ziad: 3 .... It might be good to talk about it, you know.
Adam: 4 ....
Hany: Unkind comments! That must have made you feel very sad.
Adam: 5 .... But I told the officers at the park, and they talked to the boys about that.
Ziad: 6 ....?
Adam: The boys said sorry to me the next day. But I still don't want to go to the park.
Hany: You mustn't feel bad anymore. I'm sure they won't do it again.

3 **Read the text. Then answer the questions.**

You probably have a fridge in your house to keep your food cool, but have you ever thought about what people did in the past? People have used ice to keep food cool for thousands of years. In the north of Europe in winter, people were able to use snow or ice, which they kept underground for many months. In 1842, an American doctor called John Gorrie invented a machine to make ice. He used it to keep people cool when they got an illness called yellow fever. By 1900, places that sold meat in the USA started to have fridges and today, nearly all homes in the USA have a fridge in their kitchens.

We continue to use the same technology for fridges that we have used for a century. The problem is that a room with a fridge in it is a lot noisier and hotter than other rooms! Now people are designing modern fridges that are neither hot nor noisy. These are going to use less energy, too, so they will be more **efficient**.

1 What two problems do fridges cause?

....

2 Why do you think that places that sold meat started to have fridges by 1900?

....

3 John Gorrie invented a machine that ...
 a made people ill.
 b made ice.
 c kept food cool.

4 Modern fridges are going to ...
 a make more noise.
 b use less energy.
 c look better.

5 What do you think the word *efficient* means?
 a expensive
 b cheap
 c work well and quickly

4 Choose the correct answer from a, b, c or d.

1 We saw some beautiful trees in the ... gardens.
 a botanical **b** passenger **c** smart **d** elderly

2 Fatima worked hard to clean the dirty water, and the ... were amazing.
 a competitions **b** results **c** teams **d** organisers

3 The parents knew that the children were ... because they heard them talking.
 a awesome **b** delicious **c** awake **d** sleeping

4 My grandmother is very ... . She always knows how I feel.
 a upset **b** positive **c** understanding **d** embarrassed

5 Only Ali's cousin knew the way to the park, so we all ... him there.
 a took **b** went **c** got **d** followed

6 We ... take the bus to the museum, we could take a tram or a train, too.
 a mustn't **b** don't have to **c** shouldn't **d** might not

7 You don't have to buy any bread today because I ... some.
 a bought already **b** have already bought **c** have yet bought **d** yet bought

8 I like ... the blue shirt and the green shirt. Which should I buy?
 a either **b** both **c** neither **d** nor

End of Term Practice

9 I was very ... to see my cousin this morning because I thought she was in Jordan!

a surprise b surprising c surprised d surprises

10 The first bus to the museum ... at 9.30 am every day.

a is leaving b leave c leaves d leaving

5 Read and correct the underlined words.

1 The work that the volunteers do can really do a difference to our community. ...make...

2 People were surprised by the kind of Mr Nader. He helps everybody he knows. ....

3 My parents have lived in the same house when 2012. ....

4 The computer isn't working because it is not plugged on! ....

6 Choose one of the following. Write about 100 words.

- Write an article on some traditional Egyptian handicrafts you like.
- Write an email to a friend suggesting how you could help your community.

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

Irregular verbs

Present simple	Past simple	Past participle
am/is/are	was/were	been
become	became	become
begin	began	begun
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
drink	drank	drunk
drive	drove	driven
do	did	done
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have/has	had	had
hear	heard	heard
hurt	hurt	hurt
know	knew	known
make	made	made
put	put	put
read	read	read
ride	rode	ridden

Present simple	Past simple	Past participle
run	ran	run
say	said	said
see	saw	seen
sit	sat	sat
sleep	slept	slept
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Glossary

a

achieve (v) [U4]: succeed in doing something good or that you want to do

achievement (n) [U5]: something important that you have done

anxious (adj) [U6]: worried that something bad might happen

appearance (n) [U6]: the way that someone or something looks

awake (adj) [U4]: not sleeping

b

bench (n) [U3]: a long seat for two people or more

billion (n) [U6]: one thousand million (1,000,000,000)

biography (n) [U5]: a book or text about someone's life

botanical gardens (n) [U1]: a large park or open area where scientists study plants and trees, which people can visit

breathe (v) [U6]: take air in and out of the body

bubble (n) [U5]: a group of people who can meet during a health emergency

c

campaigner (n) [U5]: a person whose job is to try and change the way people do things in society

canoe (n) [U4]: a long, narrow boat for one or two people

care about (v) [U4]: feel strongly about someone or something

century (n) [U1]: one hundred years

championship (n) [U5]: a competition to find the best team or player in a sport

charge (v) [U2]: put electricity into something such as a phone

clear (adj) [U6]: easy to understand

comfortable (adj) [U1]: making you feel relaxed

competitor (n) [U5]: a person or team that takes part in a competition

complaint (n) [U2]: something that you say or write when you are unhappy about something because you think it is wrong or not very good

contest (n) [U5]: a competition

cope with (v) [U6]: manage or be able to do something, although it is difficult

corner (n) [U1]: the place where two roads meet

coronavirus pandemic (n) [U5]: the cause of the health emergency which began in 2019, when many people became ill around the world

create (v) [U5]: make something new

creative (adj) [U5]: good at thinking of new ideas or ways to do something

cyberbully (v) [U6]: say unkind or cruel things about someone online

cyberbullying (n) [U6]: when you say unkind or cruel things about someone online

d

deal (n) [U2]: a good or cheap price

deliver (v) [U3]: take something such as a letter to a place

discount (n) [U2]: a price that is less than usual

discover (v) [U4]: find or find out something that people did not know before

dream (n) [U4]: pictures and sounds that you think are happening when you are sleeping

dyslexia (n) [U4]: a learning difference that some people are born with which means that they find it difficult to read, write or spell

e

elderly (adj) [U3]: old or becoming old

embarrassed (adj) [U6]: feeling uncomfortable when people are watching you or after they have seen you do something that you think is wrong or not very good

encourage (v) [U3]: try to persuade someone to do something

enter (v) [U5]: decide to take part in something such as a competition

equal opportunity (n) [U3]: having the same chances in life as other people

especially (adv) [U1]: more than usual

ever (adv) [U4]: at any time

exhibition (n) [U1]: a place where people can go to see paintings, photographs, etc.

experience (n) [U4]: something that happens to you

f

facilities (n) [U3]: equipment, rooms, etc. that people can use to do something

ferry (n) [U1]: a form of transport that carries people or cars across water

fill in (v) [U2]: complete information on a piece of paper or online

follow (v) [U4]: walk or drive behind someone in the same direction

formal (adj) [U3]: correct or polite for important situations

g

goal (n) [U5]: something that you hope to do in the future

graffiti (n) [U3]: writing or pictures that people paint or draw on walls or buildings, although they should not do this

grandparents (n) [U4]: the parents of your parents

greet (v) [U3]: say hello to or welcome someone

h

handicraft (n) [U2]: an object made by a person in a traditional way, such as a basket, bowl, etc.

i

include (v) [U6]: allow or want someone or something to be part of something

incredible (adj) [U5]: really good, fantastic

indoors (adj) [U1]: inside a building

informal (adj) [U3]: correct for unimportant or everyday situations

interrupt (v) [U6]: stop someone from speaking or doing something by suddenly speaking

j

jewellery (n) [U1]: pretty things that people wear, such as rings, necklaces, etc.

join (v) [U4]: become part of a group or club

joke (v) [U6]: say something to make people laugh

k

kettle (n) [U2]: something that you use in the kitchen to boil water

kindness (n) [U3]: the quality of being kind, helpful and caring toward other people

l

lake (n) [U1]: a large area of water with land around it

leisure (n) [U3]: time when you are not working

log in (v) [U2]: put in information so that you can use a computer

lonely (adj) [U6]: unhappy because you are not with other people

m

make a difference (v) [U3]: change things in a good way

mathematician (n) [U5]: someone who studies, works with or teaches maths

mental health (n) [U6]: the health of your mind; how happy you are

metro (n) [U1]: an underground railway in a city

microwave (n) [U2]: a machine that cooks food very quickly using special waves

mindfulness (n) [U6]: being able to relax by calmly thinking about your feelings and what is around you at the moment

monument (n) [U1]: something that people build to remind us of an important person or event

n

negative (adj) [U6]: seeing only bad things

neighbourhood (n) [U3]: a small area of a city, or the people who live there

nephew (n) [U3]: your brother or sister's son

noticeboard (n) [U3]: a board that people put on a wall to put messages on

o

order (n) [U2]: when a customer asks someone to send, bring or make something for them

organiser (n) [U5]: someone who organises or plans an event

p

passenger (n) [U1]: someone who is travelling on a plane, train, car, etc. and is not driving it

password (n) [U2]: a special, secret word that you must write or say before you can use a computer or go into a place

past (prep) [U1]: go as far as a place and then continue

pavement (n) [U3]: the part that you walk on in a city that is next to a road

peaceful (adj) [U1]: calm and quiet

platform (n) [U1]: the area in a station where you get on or off a train

plug in (v) [U2]: connect equipment to electricity

positive (adj) [U6]: seeing only good things

pottery (n) [U1]: pots, plates, cups, etc. that are made from clay

q

quarter-finals (n) [U5]: the part of a competition when there are only eight teams or people in it

r

raft (n) [U4]: pieces of wood that are put together so they can float on water

relax (v) [U6]: become more calm and less worried, or make someone feel this

result (n) [U4]: the final number that people or teams get at the end of an exam or sports match

role model (n) [U5]: someone that you want to copy because you respect them

s

sale (n) [U2]: a time when a shop sells things at a cheaper price than usual

scholarship (n) [U5]: money that a university or school gives to someone to pay for their education

secret (n) [U6]: something that you do not want other people to know sequel (n) [U4]: a book, film, play, etc. that continues the story of an earlier one, usually made or written by the same person

sequel (n) [U4]: a book, film, play, etc. that continues the story of an earlier one, usually made or written by the same person

smart (adj) [U2]: using computers or the internet to make something work better

snorkel (v) [U4]: swim using equipment that allows you to breathe while your face is under the water

social life (n) [U6]: the time you spend enjoying yourself with other people

social network service (n) [U3]: a website that allows you to communicate and share information with people in your area

speaker: (n) [U2]: equipment that you connect to or is part of a phone, radio, computer, etc. so that you can listen to it

special offer (n) [U2]: something that is a good price or free to encourage people to buy it

spectator (n) [U5]: someone who watches a sport or an event

speech (n) [U5]: a talk that someone gives to a group of people

sports champion (n) [U5]: a person who wins a sports competition

staff (n) [U5]: the group of people who work somewhere

straight on (adv) [U1]: in a forward direction, not left or right

support: (v) [U6]: help and encourage someone

surprised (adj) [U3]: if you are surprised, you do not expect something and it seems strange or unusual

survey (n) [U3]: a group of questions that you ask people to find out information about something

t

timetable (n) [U1]: a list of times or dates that show when something will happen

tournament (n) [U5]: a competition in which many players or teams take part

traffic (n) [U1]: the cars, lorries, motorbikes, etc. that use a road

tram (n) [U1]: a form of transport that uses rails like a railway to travel along roads, usually in cities

turn left/right (v) [U1]: move, drive or go to the left or the right

turn off (v) [U2]: make a machine stop working

turn on (v) [U2]: make a machine start working

u

understanding (n) [U6]: showing that you understand a person's feelings and situation

upset (adj) [U6]: unhappy because something bad has happened

v

valley (n) [U1]: an area of land between two hills or mountains

w

wooden (adj) [U2]: made of wood

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